

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180059**

**Grants.gov Tracking#: GRANT12659108**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180059

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☐ Application  
☒ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/22/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

### State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

The Board of Regents of the University of Wisconsin System

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

396006492

\* c. Organizational DUNS:

161202122

### d. Address:

\* Street1:

Suite 6401

Street2:

21 N Park St

\* City:

Madison

County/Parish:

Dane

\* State:

WI: Wisconsin

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

53715-1218

### e. Organizational Unit:

Department Name:

Southeast Asian Studies

Division Name:

International Division

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Alfred

Middle Name:

W

\* Last Name:

McCoy

Suffix:

Title:

Faculty Director, Ctr for SE Asian Studies

Organizational Affiliation:

The Board of Regents of the University of Wisconsin System

\* Telephone Number:

(608) 263-1755

Fax Number:

\* Email:

awmccoy@wisc.edu

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

### \* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

### 13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

University of Wisconsin Center for Southeast Asian Studies NRC & FLAS 2018-2022

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,414,981.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,414,981.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

The Board of Regents of the University of Wisconsin System

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	140,002.00	143,113.00	144,333.00	143,487.00		570,935.00
2. Fringe Benefits	48,403.00	49,394.00	49,794.00	49,429.00		197,020.00
3. Travel	8,700.00	3,900.00	8,000.00	5,200.00		25,800.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	7,800.00	7,800.00	7,800.00	7,800.00		31,200.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	40,260.00	45,178.00	38,227.00	43,029.00		166,694.00
9. Total Direct Costs (lines 1-8)	245,165.00	249,385.00	248,154.00	248,945.00		991,649.00
10. Indirect Costs*	19,613.00	19,951.00	19,852.00	19,916.00		79,332.00
11. Training Stipends	336,000.00	336,000.00	336,000.00	336,000.00		1,344,000.00
12. Total Costs (lines 9-11)	600,778.00	605,336.00	604,006.00	604,861.00		2,414,981.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 53.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
The Board of Regents of the University of Wisconsin System		

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
BRENDA A EGAN	Managing Officer
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
The Board of Regents of the University of Wisconsin System	06/22/2018

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Board of Regents of the University of Wisconsin System * Street 1: 21 N. Park Street, Suite 6401    Street 2: * City: Madison    State: WI: Wisconsin    Zip: 53715-1218 Congressional District, if known: WI-002		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>   		
<b>6. * Federal Department/Agency:</b> Department of Education		<b>7. * Federal Program Name/Description:</b> National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr CFDA Number, if applicable: 84.015
<b>8. Federal Action Number, if known:</b>  		<b>9. Award Amount, if known:</b> \$ 
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix * First Name N/A    Middle Name * Last Name N/A    Suffix * Street 1 N/A    Street 2 * City N/A    State    Zip		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix * First Name N/A    Middle Name * Last Name N/A    Suffix * Street 1    Street 2 * City    State    Zip		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: BRENDA A EGAN * Name: Prefix    * First Name BRENDA    Middle Name A * Last Name EGAN    Suffix Title: Managing Officer    Telephone No.: 608-262-3822    Date: 06/22/2018		
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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

CSEAS\_GEPA\_update\_5\_181032337339.pdf

Add Attachment

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View Attachment

**University of Wisconsin – Madison  
Center for Southeast Asian Studies**

National Resource Center Applications, 2018-22

**GEPA Statement**

As part of its Strategic Framework 2015-2019, the University of Wisconsin-Madison invests in its people as one of the five strategic priorities and initiatives to ensure we are “fully equipped to address the complex problems facing the modern world.”

In strict accordance with Section 427 of General Education Provisions Act (GEPA), the Center for Southeast Asian Studies (CSEAS) actively solicits for consideration at any and every level of employment members of groups that have been traditionally underrepresented. All UW-Madison openings are advertised to conform to EO/AA criteria. We systematically post openings where minority candidates will see them (e.g., national area and ethnic studies newsletters, Madison’s ethnic community newspapers, etc.). UW-Madison’s ten-year plan to promote and sustain shared values of diversity and inclusion has yielded substantial gains. One of the Strategic Framework’s primary initiatives is to increase faculty retention and recruitment from underrepresented groups. In 2017, 21 percent of UW’s faculty members and 14 percent of academic staff members were from underrepresented racial and ethnic groups, a sharp increase since 2000 and an increase of over 2 percent for each during the last three years. Almost 50 percent of faculty and staff are women. UW-Madison’s diversity and inclusion plan includes the following goals: significant improvement in the representation and academic success of all ethnic groups among the student body, faculty, and staff; improvement of the campus classroom and social climate for all; and an increase in the depth of understanding by the large majority not in those groups for their values, customs, and experiences. UW-Madison continues to define diversity broadly in an effort to create a welcoming and inclusive community for people from every background – who as students, faculty and staff serve Wisconsin and the world.

CSEAS is actively involved in minority faculty and staff recruitment and its own diversity profile is strong. Of 32 CSEAS faculty and staff, 22 (69%) are women, and 10 (31%) are racial/ethnic minorities. Additionally, since 2014, the 62 recipients of undergraduate and graduate fellowships awarded by CSEAS (including FLAS), have been 89% women and 35% from underrepresented groups. CSEAS works proactively to maintain and increase access to these opportunities for underrepresented groups to realize and strengthen diversity and inclusion in area and international studies as well as in the related professional fields.

The CSEAS complies fully with Section 427 of GEPA not only in employment but in access by students and the public to our programs and activities. As with all UW-Madison units, we are committed to providing accommodations to permit employees, students, and visitors with disabilities access to employment, programs, activities, and facilities as required by the Americans with Disabilities Act (ADA) and Section 504 of

the Rehabilitation Act.

UW Madison has a variety of resources available to assist individuals with disabilities in accessing campus programs, services and activities. Formal accommodations are coordinated through the following offices:

- The McBurney Disability Resource Center partners with campus units to assist in creating an accessible university community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment.
- The Office for Equity and Diversity Disability Coordinator for Employment coordinates a campus network of Divisional Disability Representatives (designated employees to assist employees with disability-related issues) to assist with accommodation concerns for employees.
- The ADA Coordinator in the Office of Compliance is available to assist visitors and guests to campus with their accommodation needs and serves as the campus ADA compliance officer.

UW-Madison maintains a current Veterans 4212 report and a current Affirmative Action Plan in compliance with federal guidelines. In 2017-2019, 1 of 7 CSEAS FLAS recipients is a veteran, currently pursuing a doctorate in Anthropology.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

The Board of Regents of the University of Wisconsin System

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:

\* SIGNATURE:

\* DATE:

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Michael	<input type="text"/>	Cullinane	<input type="text"/>

Address:

Street1:	1155 Observatory Dr
Street2:	207a Mark H Ingraham Hall
City:	Madison
County:	Dane
State:	WI: Wisconsin
Zip Code:	53706-1319
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(608) 263-1755	<input type="text"/>

Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment: CSEAS\_T6\_Abstract1032337338.pdf

Add Attachment

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## **ABSTRACT**

### **CENTER FOR SOUTHEAST ASIAN STUDIES, UNIVERSITY OF WISCONSIN-MADISON**

The Center for Southeast Asian Studies (CSEAS) supports language and area instruction, research, and outreach, bringing together scholars in multiple disciplines, students, teachers, and community partners to study all aspects of SE Asia. Established in 1973, CSEAS has been a Title VI NRC since 1981; it is administratively located in the International Division (ID), where its initiatives are coordinated with 9 other area programs within the Institute for Regional and International Studies (IRIS). CSEAS administers 2 undergraduate degree programs (BA & certificate in SE Asian Studies) and 2 graduate programs (MA degree and PhD minor in SE Asian Studies). Since 2000, 345 BA degrees, 87 MA degrees, and (since 2010) 54 certificates in SE Asian Studies have been awarded. In addition, 95 PhD degrees have been awarded to students concentrating on SE Asia. CSEAS coordinates the SE Asia course offerings of 29 core faculty and teaching staff in 13 departments and the Library. Expertise by internationally eminent faculty in top-ranked departments and extensive library and digital collections combine to provide a strong comprehensive coverage with considerable depth on Cambodia, Indonesia, Laos, Philippines, Singapore, Thailand, and Vietnam, with a rapidly growing interest in Myanmar.

CSEAS has been at the forefront of SE Asian language instruction for over 20 years. UW's Department of Asian Languages and Cultures (ALC) offers multiple levels of instruction in Filipino, Hmong, Indonesian, Thai, and Vietnamese during the Academic Year and hosts (since 2000) the Southeast Asian Studies Summer Institute (SEASSI), an intensive language training program that offers multiple levels of instruction to 85-100 students each summer in the 5 above-mentioned languages and Burmese, Khmer, and Lao. In 2018, the Indonesian language program at SEASSI was designated an Indonesian Flagship Language Initiative (IFLI) and will train National Security Education Program/Boren fellows who will continue their training in Indonesia in the fall semester. In addition, CSEAS and SEASSI (since 2011) have taken the lead in the development & implementation of distance technologies for the delivery of SE Asian languages to students throughout the US. CSEAS, in collaboration with the Council of Teachers of SE Asian Languages (COTSEAL) and other SE Asia NRCs is deeply committed to the development of SE Asian language teaching, in particular performance-based instruction and testing. UW specialists, in particular Dr. E. Barnard, have spearheaded major efforts (since 2010) to develop oral and reading proficiency guidelines for all the major SE Asian languages. Expanding the reach of our language programs and increasing our effort to professionalize the field of SE Asian language instruction are two of our primary goals in the next decade.

A program of over 50 non-language courses with over 25% SE Asian content (with 20 over 50%) is offered annually to undergraduate and graduate students in 17 social science, humanities, and professional school departments. In addition, ample opportunities exist for students to design multidisciplinary programs on SE Asia in business, global health, development and environmental studies, law, public affairs, and education. UW actively administers 12 study abroad programs in Thailand, Vietnam, Laos, Cambodia, and Singapore, including overseas programs in the professional schools; over 80 UW undergraduates study in SE Asia annually. In addition to placing our graduates in higher education, our current goal is to expand our undergraduate and MA programs in SE Asian Studies to increase the number of UW graduates seeking careers in government, business, and the non-profit sector.

CSEAS's outreach programs are extensive and include a well-attended weekly Friday Forum lecture series and numerous other lectures, conferences, symposia, and music and dance performances. Off-campus outreach activities include 6 to 8 K-16 teacher-training workshops each year and major initiatives to assist community colleges and minority-serving institutions in our region to expand their curriculum on SE Asia; we are committed to strengthening and expanding these initiatives in the coming grant cycle.

## Project Narrative File(s)

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## INTRODUCTION

Just like *ikat* cloth, the characteristic fabric of every modern world region is woven with a common global warp and a distinctive local weft. Twenty years after a massive financial crisis brought SE Asia's high-flying economies abruptly down to earth, the region has once again risen to the top of the world's economic growth rankings. Part of this growth comes from global economic forces, but a significant fraction is due to unique regional factors—including increasingly productive steps toward ASEAN regional economic integration and cooperation. In politics too, the region is buffeted by familiar global trends, notably the rise of radical Islamic and Buddhist groups. But SE Asia's position at the geographic frontier of religious and cultural traditions, together with its own foundational histories and belief systems, creates a unique set of responses to this global movement. Indonesian and Malaysian societies present singular tensions between proponents of orthodox religious practice, secular constitutional authority, and syncretic cultural traditions. The tragic oppression and brutal expulsion of thousands of Rohingya from Myanmar has roots in ethnic and religious differences—but also in political rivalries dating back 70 years to the Japanese occupation. Understanding these nuances is essential to interpreting contemporary events. There is also great variety in individual country responses to common challenges. Vietnam, the Philippines and Cambodia have each adopted unique and strongly contrasting approaches to relations with China, their near neighbor and dominant politico-economic influence. Likewise, coastal, estuarine and drought-prone communities throughout SE Asia are adapting in diverse ways to the existential threat of global climate change. These differences, too, are rooted in idiosyncratic experience, culture, and perceptions. To really know the region or any significant part of it still demands a sustained investment to study its history, language and institutions. For more than 40 years, faculty and graduate student research at the Center for Southeast Asian Studies (CSEAS) at the University of Wisconsin-Madison (UW) has both deepened and contextualized region-specific knowledge, and together with our teaching, advising and outreach, has helped others to read the *ikat*'s stories—and even to weave their own.

## **1. PROGRAM PLANNING AND BUDGET**

CSEAS is committed to continuing its leadership in SE Asian Studies. This leadership will continue to be demonstrated in all the priority areas of national interest: (a) the cross-disciplinary training of specialists prepared for service in government, education, business, and non-profit sector; (b) the delivery of high-quality, performance-based, language instruction to students with a wide range of learning objectives; and (c) the concerted effort to make these programs available to pre- and in-service K-16 educators and to the faculty and students of minority-serving institutions and community colleges within our region. The breadth and depth of our programming ensures that students, educators, and community participants experience a wide range of perspectives and debates on SE Asia. In carrying out these goals, we will draw upon long-established institutional commitments to our program and will seek specific funding from the US Department of Education to enhance and further develop our capacity.

**1.A. Quality and Relevance.** The projects and initiatives proposed in this application are relevant to the stated priorities and intended to develop a high quality national resource center for the study of SE Asia. While meeting these criteria, CSEAS will focus on the 7 major goals outlined below for 2018-2022. **Table 1.1** (below) provides a timeline for these projects, all of which will be explained in more detail in the indicated sections of this proposal.

**1.A.1. Increase the number of SE Asia specialists to meet national needs.** This goal has 3 objectives: a) to work with UW's undergraduate International Studies (IS) program to increase the number of SE Asia certificate recipients; b) to work with International Academic Programs (IAP), UW's study abroad office, to increase the number of certificate recipients through increased participation in undergraduate overseas experiences in SE Asia; and c) to increase FLAS and CSEAS Fellowships for MA applicants as a recruitment initiative; all aimed at strengthening programs that have demonstrated potential to prepare our graduates for careers in government, business, and the non-profit sector. See Secs 3.C(1); 6.A; & 8.A-D) & **PMF-1**.

**1.A.2. Increase SE Asia language learners and distance language (DL) capacities** in the academic-year (AY) and summer (SEASSI & Indonesian Flagship Language Initiative, IFLI). In cooperation with the Department of Asian Languages and Cultures (ALC), Wisconsin Summer Intensive Language Institute (WISLI), Wisconsin Language Roadmap (WLR) of our Language Institute (LI), Big Ten Academic Alliance (BTAA), and partner institutions across the US, the objectives are to (1) improve promotional activities, (2) launch Indonesian language instruction at K-16 institutions in our region (with WLR), and (3) further develop high-quality DL programs to bring our excellent LCTL programs to a larger number of learners. See Secs 3.C(2) & 7.A-B.

**1.A.3. Improve language-teaching pedagogy toward professionalizing SE Asian language instruction** in the US. In collaboration with COTSEAL (Council of Teachers of SE Asian Languages), SEALC (SE Asian Language Council), and NRC colleagues, the objectives are to improve the quality of instruction and to develop and disseminate instructional materials and oral, listening, and reading proficiency guidelines for SE Asian national languages. To achieve this goal, CSEAS will organize, under E. Rafferty and E. Barnard (see App A), 2 task-focused workshops, and join our COTSEAL colleagues in 2 others. See Secs 3.A(3); 7.C-D & Table 7.2.

**1.A.4. Expand partnerships and develop new initiatives with minority-serving institutions and community colleges** (specifically, the College of Menominee Nation, CMN, Madison College, & Chippewa Valley Technical College, CVTC). The objectives are to enhance the study of SE Asia through expanding our ongoing programs with CMN, to reinvigorate and launch new initiatives in our **Passport Program** with Madison College, and to develop a teacher-training initiative with CVTC. See Secs 3.C(4); 9.B(1-3) & **PMF-4**.

**1.A.5. Develop SE Asia curriculum materials for K-12 pre-service and in-service teachers.** In collaboration with WDPI (Wisconsin Department of Public Instruction) and K-12 master teachers, we will produce SE Asia social studies curricular materials and teaching units that will comply with the state's new social studies standards and make them available on the WDPI database and to UW's teacher-training program. See Secs 3.C(5-6); 9.A.2(1-4) & **PMF-3**.

**1.A.6. Enhance K-16 teacher-training programs.** The objective is to implement 3 pre- and in-service programs: (1) to collaborate with UW's IRIS-Outreach's **Global Connections** to deliver 4 thematic teacher-training curriculum development workshops to Title III and V colleges; (2) to offer 4 SE Asia thematic workshops in collaboration with K-12 teachers; and (3) to support the *Globalizing Education* FIG (First-year Interest Group) offered to UW undergraduates pursuing K-12 social studies teaching credentials. See Secs 3.C(5-6); 9.A.2(1-4) & **PMF-2**.

**1.A.7. Strengthen the capacity of CSEAS as a SE Asia NRC.** The goal is to enhance our program by using federal funds for 2 critical objectives: (1) partial support of critical language instruction in Filipino, Indonesian, and Vietnamese; and (2) leveraging the hire of a new faculty position in ALC to replace faculty recently retired. See Secs 3.C(7); 6.A; & 7.A.

**1.B. Development Plan and Timeline.** The plans for new ventures, the growth of on-going projects, and careful maintenance of time-tested activities and programs described throughout this proposal show efficient use of personnel and resources to yield a strengthened center by grant's end. **Table 1.1** provides a time-line for implementation of the above goals.

<b>TABLE 1.1. TIMELINE OF NEW SE ASIA INITIATIVES</b>				
Activity	2018-19	2019-20	2020-21	2021-22
(1) Increase number of SE Asia specialists to meet national needs. <b>Secs 1.A.1; 3.C(1); 6.A &amp; 8.A-D; PMF-1</b> (no cost).	Partner with IS & IAP to promote SE Asia certificate; use FLAS & CSEAS Fwps to recruit MA applicants.	Promote certificate partnership with IS major & increased study abroad students; continue recruitment fwps for MA apps.	Continue partnership with IS major & increased study abroad students; continue recruitment fwps for MA apps.	Continue all initiatives; assess previous 3 years; develop new strategies to reach these objectives.
(2) Increase SE Asian language learners: AY, SEASSI, IFLI, & K-16 institutions; develop DL capacities & fee structures for offering SE Asian LCTLs by DL. <b>Secs 1.A.2; 3.C(2) &amp; 7.A-B</b> (no cost).	Partner with ALC & WLR (for AY) & WISLI & NRC colleagues (for SEASSI) to increase promotional initiatives; secure IFLI funding; locate new partners for DL swaps, including K-16 institutions.	Continue partnership with ALC, WLR & WISLI to increase DL instruction for AY (BTAA & swaps) & SEASSI; expand IFLI; insert Indonesian atK-16 level.	Implement UW fee for service DL instruction; launch new language swaps; expand DL partners (BTAA, SEASSI & other institutions); strengthen K-16 Indonesian program.	Assess offerings in DL; assess AY, SEASSI, IFLI, K-16 offerings to plan future initiatives; explore new DL partnerships; & institutionalize K-16 Indonesian.

(3) Improve language-teaching pedagogy & professionalizing SE Asian language instruction. <b>Secs 1.A.3; 3.A(3) &amp; 7.C-D; Table 7.2; Bgt 1.3, 8.1.a</b>	Partner with SEALC & COTSEAL: organize & convene 1st workshop at Seattle, Spring 2019.	Partner with SEALC & COTSEAL: organize & convene 2nd workshop at UW; seek Luce funding for follow-up activities.	Partner with SEALC & COTSEAL: organize & convene 3rd workshop at UCLA.	Partner with SEALC & COTSEAL: organize & convene 4th workshop at NIU.
(4) Expand SE Asia curriculum programs with CMN, Madison College & CVTC. <b>Secs 1.A.4; 3.A(4); &amp; 9.B.2(1-3); PMF-4; Bgt 3.1. c &amp; e; 8.2.d-e</b>	Plan curriculum initiatives with CMN (and IES), and with CVTC; enhance Madison College <b>Passport Program</b>	Implement curriculum initiatives with CMN & CVTC; pursue on-going Madison College activities.	Design UN Forum participation with CMN; assess CVTC program; pursue Madison College activities	Join CMN at UN Forum; apply CVTC curriculum at K-12; pursue Madison College activities
(5) Develop SE Asia curriculum materials in collaboration with WDPI & K-12 master teachers. <b>Secs 1.A.6; 3.C(5-6); &amp; 9.B.2(1-4); PMF-3; Bgt 8.2.a</b>	Partner with WDPI: consult with Social Studies Committee to plan design materials to meet new social studies standards.	Partner with WDPI & master teachers to produce teaching materials to meet new standards; target: 10-15 lesson plans.	Partner with WDPI & master teachers to produce teaching materials to meet standards: target 10-15 lesson plans; test Year 1 plans.	Partner with WDPI & master teachers to implement existing plans, assess project, & propose future initiatives.
(6) Conduct 8 K-16 teacher-training workshops & support pre-service FIG course at UW School of Education. <b>Secs 1.A.6; 3.C(5-6); &amp; 9.A.2(1-4); PMF-2; Bgt 8.2.b</b>	CSEAS workshop on “SE Asia & Global Youth Movements” & partner with IRIS-Outreach (Global Connections) for 2nd workshop; support UW FIG course (Curric 375).	CSEAS workshop on “Global Populism: SE Asia, Philippines & US” & partner with IRIS-Outreach (Global Connections) for 2nd workshop.	CSEAS workshop on “Civil Society in the Cyberage in SE Asia” & partner with IRIS-Outreach (Global Connections) for 2nd workshop; support UW FIG course (Curric 375).	CSEAS workshop on “Orphan Tourism & Ethical Volunteering in SE Asia” & partner with IRIS-Outreach (Global Connections) for 2nd workshop.
(7) Strengthen CSEAS capacity in faculty development. <b>Secs 1.A.7; 3.C(7); 6.A; &amp; 7.A. Bgt 1.2 &amp; 1.4</b>	Consult with ALC, L&S, & ID to leverage new Asst Prof position in ALC with SE Asia specialty; support SE Asian LCTL instruction.	Assess 1st year efforts & develop future strategies; deploy funds for strategic visiting professorships; support SE Asian LCTL instruction.	Assess 2nd yr. efforts & develop future strategies ; deploy funds for strategic visiting prof; support SE Asian LCTL instruction	Assess 1st- & 2nd-yr. efforts; deploy funds for Asst Prof or strategic visiting prof; support SE Asian LCTL instruction.

**1.C. Cost Effectiveness.** The CSEAS budget presents a cost-effective plan for strengthening SE Asian studies programming to serve UW faculty and students, the community, the region, and the nation. The above timeline displays careful planning to realize objectives at a sensible cost by deploying strategic collaborations and making effective use of our existing resources. In addition to the budgetary items connected with the priority activities described above, we have requested funding for several other critical activities, including partial support of our Outreach Coordinator (Bgt 1.5), modest amounts for travel to professional meetings (Bgt 3.1.a), acquisition of

vernacular and digital materials for the library (Bgt 5.1), collaborative projects with IRIS-Outreach (Bgt 8.3), supplies for language pedagogy and outreach projects (Bgt 5.2), and partial costs for impact and evaluation surveys (Bgt 8.5).

**1.D. Impact.** Several sections of this proposal emphasize how CSEAS will continue to have a significant long-term impact on SE Asian studies through its commitment to area and language training programs for undergraduate, graduate, and professional students (see Secs 2, 3, 6, 7, & 8), for SE Asian language instructors nationwide (see Sec 3 & 7), and for K-16 teachers and students, including those at MSIs and 2-year colleges (see Sec 3 & 9).

## **2. QUALITY OF STAFF RESOURCES**

**2.A. Core Faculty, Teaching Staff, and Consulting Faculty.** SE Asian studies at UW is built around 64 scholars affiliated with CSEAS: 29 core faculty and teaching staff (including the SE Asia Librarian) and 35 consulting faculty and affiliated scholars (see App A).

**Core Faculty and Teaching Staff.** The 29 core faculty teach SE Asia content courses, supervise and advise undergraduate and graduate students, and research and publish on SE Asia, while core teaching staff serve as critical language and area instructors. Core faculty and teaching staff are distributed in L&S (21), College of Agriculture & Life Sciences (CALS) (2), Education (2), Human Ecology (2), Law (1), with 16 tenured, 7 faculty associates, 3 senior lecturers, 2 senior teaching assistants, and 1 senior librarian. All core faculty and teaching staff hold advanced degrees (23 PhDs; 1 MFA, 3 MAs, 2 completing MAs), conduct research in SE Asia, teach core language and area courses, and serve as advisors for BA, MA, and PhD students in SE Asian studies. The appended bio-profiles (App A) testify to the high quality of the core SE Asia faculty: 2 hold chaired positions (A. McCoy & Sidel); 3 have served in leadership positions in AAS (Bowie as AAS President; Hansen as Chair of SEAC; Hansen & Zhou as MCAA President); 4 have served as departmental chairs (Coxhead, Gade, Olds, & Rafferty); and all have received major grants for field research in SE Asia (see below). The current CSEAS director, A. McCoy, is the recipient of the Kahin Prize (AAS, 2011) and Wilbur Cross Medal (Yale, 2012).



**Consulting Faculty and Affiliated Scholars.** CSEAS is enriched by 23 consulting faculty who provide significant support for our program. Consulting faculty (including 6 emeritus professors) collaborate in research and advising, and most offer courses with at least 25% SE Asia content. We also work with 12 affiliated scholars from neighboring universities, all major SE Asia specialists, and 3 SEASSI language coordinators, who give presentations at UW, participate in research projects, and are involved with our programs and students. Their contributions are highlighted throughout this proposal and in Appendix A (Bio-Profiles).

Core faculty, teaching staff, and the librarian determine the primary direction of the program by forming concentrations of language, discipline, resources, and area expertise in research, teaching, and advising, with important contributions made by consulting faculty and affiliated scholars. These scholars form 4 strong country concentrations outlined in **Table 2.1**.

<b>TABLE 2.1. COUNTRY CONCENTRATIONS OF CORE &amp; CONSULTING FACULTY</b>	
<b>Indonesia/Malaysia</b>	Core: Ashmun, Barnard, Chan, Choy, Coxhead, Cullinane, Gade, Ho, Hutami, Jung, A. McCoy, M. McCoy, Nobles, Olds, Wink; Consulting: Anderson, Cowell, Gibbs, Gunther, Liwe, Rafferty
<b>Philippines</b>	Core: Ashmun, Coxhead, Cullinane, Ho, A. McCoy, M. McCoy, Zamar; Consulting: Cheng, Doeppers, Jew
<b>Thailand, Laos &amp; Cambodia</b>	Core: Ashmun, Baird, Bowie, Coxhead, Cullinane, Gade, Geran, Haberkorn, Hansen, Harlacher, C. Lee, Peyasantiwong, Wink, Zhou; Consulting: Compton, Conway, Cruvellier, Easum, Gillogly, Harr Bailey, Hillmer, Hyun, Kraus, M. Lee, Lor, McGovern, Niemi, Ogden, Peyasantiwong, Roll, Schneider, Solheim, Vang
<b>Vietnam</b>	Core: Ashmun, Baird, Coxhead, Cullinane, Kim, Kozel, A. McCoy, Dinh, Sidel; Consulting: Bradley, Cheng, Gillogly, Jew, Schneider

In response to Hmong American students and increasing demands to study the interaction between highland communities and lowland states and societies in SE Asia, CSEAS faculty with expertise on the study of Hmong in Thailand and Laos (Ashmun, Baird, Bowie, Cullinane, C. Lee, A. McCoy, Zhou) formed the Hmong Studies Consortium with Minnesota in 2009. Initially funded by the Luce Foundation, the consortium, co-chaired by Baird and M. Lee (at Minnesota), focuses on research and resource preservation and has incorporated scholars within in the UW System and the greater Twin Cities area of Minnesota (Gillogly, Harr Bailey, Hillmer, Hyun, Lor, Ogden, & Vang); the consortium sponsors 10-15 lectures annually and has convened 4

international conferences (2 in Madison in 2011 & 2015, Minneapolis in 2013, & Chiang Mai in 2017). The consortium has already had an impact on UW's course offerings (Asian Am 240, 540; Geog 358; Hist 246) and on the number of graduate students concentrating on the study of the highlands of SE Asia and southern China (at present 3 doctoral students in Anthropology, 3 in Geography, & 4 MAs in SE Asian Studies). In summer 2018, CSEAS launched a new study abroad program focused on the highlands of Thailand, with Baird and M. Lee serving as faculty directors (see Sec 8.D). A similar network is forming for the study of Myanmar, with this initiative led by Bowie, Coxhead, Hansen, and Zhou, with several consulting faculty closely involved (Allendorf, Compton, Harlacher, Hnin Tun, Jordt, Kozel).

Faculty expertise also supports 9 major multidisciplinary approaches to the study of SE Asia, as outlined in **Table 2.2**. See also App A.

<b>TABLE 2.2. DISCIPLINARY CONSTELLATIONS OF FACULTY</b>	
<b>Economic Development</b>	Core: Baird, Bowie, Coxhead, Kozel, A. McCoy, Olds, Sidel, Zhou; Consulting: Doeppers, Gillogly, Seidman, Tuli
<b>Education</b>	Core: Ho, Hutami, M. McCoy, Olds; Consulting: Compton, Hawkins, Lor, Niemi
<b>Ethnography &amp; Social Change</b>	Core: Baird, Bowie, Gade, Geran, Haberkorn, Hansen, Nobles, Zhou; Consulting: Gillogly, M. Lee, Seidman, Vang
<b>History</b>	Core: Chan, Cullinane, Hansen, Kim, A. McCoy, Wink; Consulting: Bradley, Cheng, Doeppers, Easum, Hillmer, Hyun, Jew, M. Lee, Liwe
<b>Literature &amp; Media</b>	Core: Bowie, Gade, Haberkorn, Hansen, M. McCoy, Zamar; Consulting: Cowell, Cruvellier, Gunther, Hnin Tun, Liwe, Ogdan, Peyasantiwong, Rafferty
<b>Politics &amp; International Affairs</b>	Core: Baird, Coxhead, Cullinane, Geran, Haberkorn, Jung, Kozel, A. McCoy, M. McCoy, Sidel; Consulting: Cruvellier
<b>Population and Global Health</b>	Core: Baird, Coxhead, Nobles; Consulting: Conway, Doeppers, Kozel, Kraus, Solheim
<b>Religion</b>	Core: Bowie, Gade, Jung, Hansen, Wink; Consulting: Cowell, Jordt, McGovern
<b>Visual &amp; Performing Arts</b>	Core: Choy, Gade, Hansen, Harlacher, C. Lee; Consulting: Anderson

Additional concentrations on environmental studies and language pedagogy are described elsewhere in this proposal. See, in particular, Sections 3.A & 7.C.

**2.B. Professional Development: Research and Overseas Experience.** CSEAS core faculty avail of ample opportunities for professional development for research and linkages in SE Asia.

UW departments and colleges provide substantial funding for field research (including sabbatical leave), conference participation, and the pursuit of institutional links abroad (see Table 4.1 for current UW commitments). Appendix A testifies to the success of our core faculty in obtaining external grants and consultancies for research and travel to SE Asia; since 2005 every member of the core faculty has traveled to SE Asia. CSEAS faculty have also played major roles in the 2 American Overseas Research Centers in SE Asia, the Center for Khmer Studies (CKS) and the American Institute for Indonesian Studies (AIFIS); Hansen was a board member of CKS and Gade of AIFIS, with the current director in Jakarta being Dr. Yosef Djakababa (PhD, History, UW-Madison, 2001). These links have been further developed by recent affiliations of 6 UW graduate students with CKS and AIFIS while conducting research in Cambodia and Indonesia.

**2.C. Administration of CSEAS.** CSEAS is administered by a tenured faculty director (3-year term), associate director, and outreach coordinator, who are supported by 3-4 student assistants; Title VI funds are requested for partial support of the outreach coordinator and 2 student assistants (see Bgt 1.5, 8.1-2). The current director, A. McCoy, a chaired professor of History, has over 35 years of teaching, research and publishing on SE Asia, and maintains strong affiliations with academic institutions and civil society organizations around the world, especially in the Philippines. The associate director, Cullinane, with a PhD in SE Asian history, has administered SE Asia programs for over 35 years, has over 40 years of research, publishing, and teaching experience, has directed SEASSI for 20 summers (since 1984), has been an elected member of SEAC and chaired the Philippine Studies Group (1984-89) of AAS, and (with Hansen) served (2015-18) as the SE Asia review editor for JAS. The outreach coordinator, M. McCoy has a PhD in Communications and a Wisconsin State teaching credential, has conducted research in Indonesia and the Philippines, speaks and reads Indonesian, and teaches 2 SE Asia content courses in Communication Arts. The SEASSI Coordinator, J. Moore, has an MA in SE Asian Studies and is an advanced speaker of Thai. CSEAS also receives support from the 5 IRIS assistant directors and F. Lucht, director of WISLI. See Section 4 & App A.

**Faculty Oversight.** The CSEAS staff is supervised by a faculty director and 7 faculty committees. All core faculty and teaching staff make up the Steering Committee (29 members), which meets 2 times during the academic year. Tenured core faculty make up the CSEAS Executive Committee (16 members). The Fellowships and Education Committees (5 members each) are rotating, with the former selecting all recipients of FLAS and CSEAS fellowships, and the latter handling admissions and curriculum matters pertaining to the BA, certificate, and MA programs. Library, Outreach, and Publications Committees (4-5 members each) oversee these areas of programming and meet periodically throughout the academic year.

**Faculty Supervision and Advising.** All faculty members engage in supervision and advising of students in their departments. Academic advising for CSEAS's BA, certificate, and MA programs is shared by Cullinane (25-30%) and relevant faculty. As students develop disciplinary and country concentrations, core faculty serve as their academic advisors and supervise research and preparation for\\of their oral defense projects, each devoting 5-10% of their regular academic duties to advising students concentrating on CSEAS degrees.

**Equal Access of Under-represented Groups.** CSEAS complies fully with Section 427 (GEPA) in faculty-staff employment, student access, and the allocation of FLAS fellowships. Relevant GEPA data are reported in our appended Section 427 of GEPA statement. See also Section 3.B.

### **3. IMPACT AND EVALUATION**

**3.A. Program Impact on University, Community, Region, and Nation.** Inspired by the *Wisconsin Idea* of research, teaching, and public service, CSEAS serves its constituents as a source of first-rate SE Asia knowledge, training, and materials. In assessing our impact, CSEAS utilizes a number of institutional mechanisms required by UW, post-event assessments and enumerations, and the SWEPT surveys created by UW's area centers.

**What is SWEPT?** In 2010, UW's area centers, with support from the International Division (ID) and the Provost's office, created a highly effective model for Title VI impact assessment and evaluation, the **Standardized Wisconsin Evaluation Plan for Title VI (SWEPT)**, designed and

implemented by UW Sociology professor, Ted Garber, a survey design specialist and former director of our Russian NRC. This plan led to the creation of two replicable surveys: **Global Learning Outcomes at Wisconsin Survey** (GLOWS) and **Area Studies Alumni Survey** (ASAS). GLOWS surveys all sophomores and seniors at 3-year intervals to measure the on-campus impact of our programming and performance and to determine strengths and weaknesses in efforts to make necessary changes. GLOWS-1 (2013) and GLOW-2 (2016) have been completed, with the results of both incorporated into our evaluation plans below; GLOWS-3 will be administered in 2019. ASAS surveys all known graduate alumni of UW's area centers to obtain their assessments of the value of their UW area training (language & area studies, FLAS & other fellowships, advising, and program activities). In addition, ASAS compiles quantifiable data on the careers and international engagements of alumni at various stages of their post-university lives. The ASAS surveys are administered at ten-year intervals, with ASAS-1 completed in 2011 and ASAS-2 scheduled for 2021.

SWEPT surveys, in combination with other methods of evaluation for specific campus and off-campus programs (including UW enrollments and graduation records, data from CSEAS-maintained alumni, outreach, & SEASSI records & SE Asia library data), yield 2 obvious takeaways around which this section of the proposal revolves: (1) that the impact of our undergraduate and graduate training and advising programs, initiatives for K-16 teachers and teacher training, and other outreach programs for students and the community has been significant at the university, state, and regional levels; and (2) that students trained by CSEAS have used their training, including language, to develop careers that contribute to our nation's priority needs in education, policy-making, and national security. The impact of training programs in SE Asia is also detailed in Appendix B (courses and enrollments), and in Sections 6 (non-language programs), 7 (language programs), 8 (degree and certificate programs), and 9 (outreach activities). **Table 3.1** below summarizes selected activities and impacts that we measure on a regular basis and includes assessments that derive from SWEPT.

<b>TABLE 3.1. SELECTED RECENT IMPACT ON UW, REGION, NATION</b>		
<b>Activity</b>	<b>Impact</b>	<b>Indices</b>
(1) High quality training of undergraduates (BA & certificate) & graduate students (MA & PhD) in SE Asian Studies. <b>Sec 3; App B</b>	Increased number of UW-trained alumni develop knowledge of SE Asia for government, business, education, and non-profit sector employment.	Since 2000, CSEAS has granted 345 BA & 87 MA degrees in SE Asian Studies, & 95 PhDs to students conducting research on SE Asia; since its start (2010), 54 SE Asia certificates have been awarded; in 2016-18 over 4,500 undergraduates & 174 graduate students were enrolled in SE Asia courses; & in 2015-17, 167 undergraduates studied abroad in SE Asia. SWEPT/ASAS-1: 45% overall (59% of those affiliated) reported that SE Asia non-language training was “very” to “extremely” useful in their careers.
(2) Training students for SE Asia-oriented jobs where SE Asia skills are significant.	SE Asia graduates placed in careers in the field for which they were trained.	SWEPT/ASAS: 78% reported using of SE Asian area expertise in their jobs; 60% reported using SE Asian language in their jobs; with 36% in government, business & military, & 49% in education.
(3) Performance-based instruction in SE Asian LCTLs for graduate & undergraduate students. <b>Sec 7; App B</b>	Increased number of students obtaining critical skills in SE Asian LCTLs for professional, government & academic careers.	Since 2000, there were 2,328 UW student enrollments in SE Asian languages (1,851 in AY & 477 at SEASSI); since 2000, SEASSI trained 2,298 students, with 343 at advanced levels (in 7 strategic SE Asian LCTLs, plus Hmong). SWEPT/ASAS-1: 59% overall (65% of those affiliated) reported that SE Asia language training was “very” to “extremely” useful after graduation.
(4) FLAS fellowships awarded to train graduates to advanced proficiency in strategic LCTLs. <b>Sec 4 &amp; 10</b>	Well-trained SE Asia specialists take priority LCTLs to advanced levels before commencing careers.	In 2014-18, 217 FLAS fellowships awarded (31 AY; 186 SEASSI), 49 at advanced levels (12 AY; 37 SEASSI); 63 were UW students (31 AY; 32 SEASSI). SWEPT/ASAS-1: reported that 28% of FLAS recipients found full time employment in government & business; 67% in education.
(5) CSEAS-led teacher training for SE Asian language instructors through COTSEAL-sponsored workshops & on-going AY & SEASSI pedagogical instructional programs. <b>Sec 7.C-D</b>	Major contribution to professionalization & training of SE Asian language teachers in US in critical areas of pedagogy and employment in instructional programs.	Convened 2 national workshops (24 SE Asian language teachers, 6 languages, 10 institutions) at Berkeley (Fall 2015) & UW (Summer 2016) on CBI instruction & materials development; with COTSEAL, assisted in 2 national workshops: Cornell U (Fall 2017, over 100 participants) on formal reflections on CBI training, & U of Michigan (Spring 2018, 25 teachers representing all NRCs) on ACTFL Familiarization. UW has trained the key instructors in Indonesian at Berkeley, Cornell, & Washington, at DCLCP (Montana: 3 supervisors, 3 teachers), at US-Indo (2 supervisors); in Vietnamese at Michigan; & at SEASSI (coordinators for Filipino, Thai, Hmong, Indonesian, & Vietnamese).
(6) Outreach programs: general activities & teacher-training initiatives (K-16 teachers & students, including community colleges & MSIs). <b>Sec 9</b>	Information & analysis of SE Asia widely disseminated; K-12 & post-secondary teachers trained in SE Asia curriculum.	2014-18 outreach data involving SE Asia: collaborative events: 32 performances/school visits (reached 4,499 students); 10 teacher workshops (reached 336 teachers); 4 social studies teachers conferences (reached over 900); 155 lectures (5,970 in attendance); 15 conferences (1,537 in attendance); 23 film showings (1,560 in attendance). 2 semester-long seminars at CMN & 2 visits with CMN staff & students to UW Forum on Indigenous Peoples.

(7) CSEAS & SE Asia Library develop & make accessible resources & information on SE Asia. <b>Sec 5 &amp; 7</b>	Provide valuable online resources for students, teachers, researchers, & general public.	CSEAS resources consulted: unique visitors: 11/2014-4/2018: CSEAS website (87,282) & SEASSI website (87,221); <i>Warung Sinema</i> (30,221); <i>Ayo Membaca!</i> (28,014); 2015-17: SEAiT (77,262); SE Asia Video Archive (23,197); SE Asia librarian fields 500-600 inquiries annually & conducts 30-40 library resource tours annually.
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**3.B. Equal Access of Under-represented Groups.** Diversity is integral to UW’s master plan, and CSEAS complies fully with Section 427 (GEPA) in employment, and student and public access, as the following illustrate: (1) targeted curriculum development support to faculty and students at the College of Menominee Nation, an important Wisconsin MSI; (2) annual support for the *People of the World* initiative for high school students in UW’s PEOPLE program that prepares under-represented students for college; and (3) continuing support for under-represented groups in FLAS and CSEAS Fellowships awarded in 2014-2018 (89% were women & 35% were students from under-represented groups). Relevant data for faculty are reported in our attached statement on Section 427 of GEPA. Efforts to improve our performance in these areas will be reflected in GLOWS-3 (2019) and ASAS-2 (2021).

**3.C. Evaluation Plan.** Quantitative and qualitative evaluations of CSEAS are on-going. Entry and exit performance tests are administered by E. Barnard for all SE Asia language courses, to measure student proficiency levels and monitor quality of instruction; similar tests are routinely administered at SEASSI. Student evaluations of all course offerings are mandatory and widely disseminated, with CSEAS core faculty regularly receiving marks above 4.0 on a 5-point scale. All UW faculty submit annual activity reports that include teaching evaluations, services on and off campus, advising, and scholarly production. The 7 faculty committees of CSEAS engage in on-going evaluation of every aspect of our program. In addition, L&S requires regular 10-year reviews of all degree programs. In 2009, the BA and MA programs in SE Asian Studies underwent a thorough evaluation by a 5-member faculty committee appointed by the L&S Dean and involved a rigorous 50-page self-study and extensive interviews with faculty, staff, and students. The committee found the program “healthy and viable” and “carrying out its missions and meeting its goals effectively.” In March 2018, CSEAS submitted the most recent self-study

of our MA program and is anticipating a favorable response. CSEAS routinely gathers considerable data on all its activities and most are reported annually to IFLE through IRIS. All these internal assessments remain integral to our current evaluation plan. The following is a summary of our evaluation plan for 2018-22, addressing our 7 primary program goals (see Sec 1.A). The baseline data for these goals are located in the **Indices (1-7) of Table 3.1** above.

***Goal 1: Increase number of SE Asia specialists to meet national needs*** (BL: Indices 1, Table 3.1). To assess our goal of increasing undergraduate awareness and participation in CSEAS, we will use data from GLOWS-3 (goal: increase awareness 10% among Seniors), UW enrollment records (goal: increase SE Asia Certificates 15%), ASAS-2 (increase SE Asia-related employment 5%). We will use UW enrollment and graduation records, CSEAS alumni records, and ASAS-2 data to assess increases in MA and PhD student affiliations with CSEAS and post-graduation employment. The goal is to deploy FLAS funding to recruit MA students with the aim of increasing post-graduate SE Asia-related employment in the government, business, education, and nonprofit sectors. See Sections 1.A.1; 6.A; & 8.A-D.

***Goal 2: Increase number of SE Asian language learners and DL capacities*** (BL: Indices 2, Table 3.1). We will use UW enrollment and FLAS data to assess our impact on increasing the number of students obtaining skills in SE Asian languages (goals: increase language enrollments and advanced proficiency 10%); CSEAS alumni data and ASAS-2 to assess post-graduate placement in careers using SE Asian LCTLs; and BTAA/ALC and SEASSI enrollment records to assess the ability to increase DL learning opportunities. The goals are to increase summer enrollment by 10% and AY enrollment by 20%. See Sections 1A.2 & 7.A-B.

***Goal 3: Improve language-teaching pedagogy toward professionalizing SE Asian language instruction*** (BL: Indices 5, Table 3.1). We will use participation data from CSEAS and COTSEAL workshops and language pedagogy programs; ACTFL assessment measurements; and employment placements of CSEAS/COTSEAL-trained SE Asian language instructors. The



goals are to develop the teaching skills of SE Asian language instructors across the US and their abilities to implement performance-based assessments. See Sections 1.A.2 & 7.C-D; Table 7.2.

**Goal 4: Assist in internationalizing the curriculum at MSI and community colleges** (BL: Indices 6, Table 3.1). A variety of measures will be used to assess the effectiveness of these efforts, including: participation in CSEAS collaboration with CMN; number of CSEAS mini-grants for Madison College faculty; development of new international curricula at Madison College, enrollment of Madison College students in UW SE Asia courses; and impact of the CVTC program on K-14 educators. See Sections 9 for other goals & 1.A.4 & 9.B.2(1-3).

**Goal 5: Enhance SE Asia curriculum with in-service & pre-service K-12 teachers** (BL: n/a, new project). The goal is, in conjunction with WDPI teachers, to produce 5-10 lesson plans (annually) to meet new statewide Social Studies Standards. Development and testing of curricular materials will be on-going. See Sections 1.A.4 & 9.A.2(1-4).

**Goal 6: Enhance K-16 teacher-training programs** (BL: Indices 6, Table 3.1). We will use CSEAS outreach program's established assessment protocols to evaluate our work with K-16 in-service and pre-service teachers (participation records; workshop and training feedback). Assessment of the impact of the FIG will include course evaluations, FIG (Curric 375) enrollment records, C&I enrollment & graduation records, and UW's School of Education records of summer intensive workshops. See Sections 1.A.6 & 9.A.2(1-4).

**Goal 7: Strengthen CSEAS capacity as a SE Asia NRC** (BL: permanent UW support for Thai & E. Jung position in Political Science in 2016 (Sec 4 & Indices 7 of Table 3.1). We will document our ability to maintain instruction in 5 SE Asian languages, provide course offerings, leverage a faculty position in ALC, and further develop SE Asia library resources and major websites. See Sections 1.A.7; 6.A; & 7.A.

**Use of Recent Evaluations to Inform Current Plan.** CSEAS relies on performance assessments to improve programming and inform project planning in areas of national need, indicated by the following. (1) Data from SWEPT (GLOWS & ASAS), confirm that CSEAS has

been successful in building a community of affiliated graduate students (both MA & PhD), but has been less successful in attracting unaffiliated undergraduate students. Although CSEAS attracts undergraduates through gateway courses, GLOWS-1 & -2 data indicate that we need to develop more effective mechanisms to recruit students into our program and to make them aware of employment opportunities, especially in government service (see Goal 1 above). In response, CSEAS is collaborating with IRIS to develop more effective social media outreach and communication mechanisms and is coordinating with IS to increase enrollment in the CSEAS certificate. (2) Financial barriers have prevented students in the Madison College **Passport Program** from enrolling in SE Asia courses at UW as originally intended. To address this (see Goal 4), Madison College has obtained external funding to support student enrollment in UW courses, and CSEAS and IRIS partners have found other ways to support international studies at Madison College (e.g., providing direct assistance to Madison College's international outreach and conference directed at community colleges statewide, and providing grants for Madison College faculty to access UW resources to develop international curriculum within their courses). (3) Past evaluation data have also indicated the success of on-going initiatives, which will be continued and further strengthened in the next grant period, including our collaboration with CMN and the Global Connections program.

**3.D. How Activities Address National Needs and Inform the Public.** CSEAS serves the nation as an exemplary leader in building expertise in SE Asian LCTLs, including at the advanced level, through our AY programs and intensive summer institutes (SEASSI and IFLI), and through our 20-year commitment to developing and professionalizing SE Asia language teaching across the country (see Secs 1.A.3 & 7.C-D). CSEAS is equally committed to training the next generation of SE Asia specialists to serve government, business, education, and non-profit sectors (see Table 3.1, Indices 1-4). Our leadership in the field of Indonesian language instruction has been recognized by the selection of SEASSI as the site for the first Indonesian flagship (IFLI) in summer 2018. Guided by the *Wisconsin Idea* that all knowledge developed by

UW belongs to the public, CSEAS works to accomplish this objective via a first-rate, archive-rich website, dozens of presentations for diverse groups annually, and particular care to hold activities in locations across our state and region.

**Post-Graduate Employment, Education, and Training in Areas of National Needs.** ASAS-1 reported that 16 percent of surveyed UW alumni held government jobs. More focused data collected by CSEAS on 99 MA graduates in SE Asian Studies since 2000 indicated that 30% were or are currently employed in government or education, while 41% of these graduates reported careers in or related to SE Asia. Given our record of success in these programs, CSEAS will emphasize the expansion of our degree and certificate programs to generate an increased number of graduates with the language and area skills to serve in these priority careers; this effort will be further enhanced by participation in IFLI. See Section 3.C(1), above.

**FLAS Evaluation and National Needs.** As stated in Sections 3.C and 10, CSEAS is committed to use FLAS fellowships to recruit students to our MA program and those committed to achieving advanced proficiency in a SE Asian priority LCTL, both objectives intended to increase the number of SE Asia specialists trained for careers in government, business, and non-profit sectors. CSEAS and ALC will also continue pre- and post-proficiency testing for all FLAS recipients as an on-going evaluation of our language programs.

#### **4. INSTITUTIONAL COMMITMENT TO SE ASIAN STUDIES**

The internationalization of the university has been a major component in UW's strategic plan for over 2 decades. UW administrators have demonstrated deep commitments to interdisciplinary teaching and research, language study, and international programs and overseas linkages. Most of these initiatives have been centered in L&S and ID, where the 2 deans provide substantial support for: IAP (managing over 200 study abroad programs); IIP (coordinating overseas internships); the undergraduate IS degree program (with 330 majors); LI (providing support for LCTL pedagogy & administering the Flagship program and WLR); and, most recently, IRIS (since 2016, providing oversight and resources for all the program activities of UW's area

studies centers). IRIS support covers the administrative salaries of directors and full salaries of associate directors of each area center and for 5 assistant directors who coordinate international programming and activities for advising (Students & Curriculum), student fellowships (Awards, including FLAS), publicity (Programming & Communications), fiscal management (Operations), and outreach (IRIS-Outreach). International programs in professional schools have also received strong support from recent chancellors, including the School of Education's participation in the International Alliance of Leading Educational Institutes, the Law School's East Asia Legal Studies Center, the School of Medicine's Global Health Institute (GHI, since 2005), the international policy program of the La Follette School of Public Affairs, and numerous international initiatives in CALS. CSEAS is linked to all these programs and benefits from linkages with each as indicated throughout this proposal and reflected in our faculty profiles.

While supplying substantial office space (including conference & lecture rooms with full technical capacities), internet access, software support, and language labs and DL facilities, UW provides CSEAS annually with substantial financial contributions. These contributions and the percent of total expenditures for SE Asian studies in 2017-18 are summarized in **Table 4.1**.

<b>TABLE 4.1 UW CONTRIBUTIONS TO SE ASIAN STUDIES, 2017-18</b>		
<i>Category of UW Support</i>	<i>UW Contribution</i>	<i>Percent of Total</i>
<b>CSEAS Permanent &amp; Hourly Staff</b>	221,467	88% (see 2)
<b>CSEAS Operating Costs</b>	115,500	98%
<b>Non-Language Core Faculty &amp; Teaching Staff</b>	2,722,501	98% (see Sec 6)
<b>Language Core Faculty &amp; Teaching Staff</b>	168,500	69% (see Sec 7)
<b>SE Asian Studies Summer Inst (SEASSI 2017)</b> (Includes: salaries for teachers & administrators, supplies & equipment, student fellowships, activities cost, classrooms & technical services)	436,629	97% (see Sec 7)
<b>Library</b> (Includes: salary of SEA librarian & assistants; acquisitions & cataloguing budgets; internet & digital access)	252,543	97% (see Sec 5)
<b>Outreach</b> (Includes: IRIS support; staff salaries; grants for lectures, workshops, performances, conferences; internet access)	87,200	70% (see Sec 9)
<b>Overseas Linkages</b> (Includes: IAP/Study Abroad; IIP/Internships, L&S, CALS, IES, & GHI support for faculty/student research/travel awards & visiting scholars; ID/IRIS support for advancement initiatives)	655,036	100%
<b>Student Financial Assistance</b> (Includes: Grad School, CSEAS, ID/IRIS, IAP, L&S, & dept fwps & research/travel grants; SEASSI & FLAS tuition waivers, teaching & project assistantships)	877,000	70% (against FLAS)

UW's commitment is most clearly demonstrated in its support for faculty recruitment, promotion, retention, and replacement. Since 2015, we have lost 3 core faculty (2 in ALC, 1 in History). In response, L&S and ID/IRIS have worked successfully with CSEAS and the relevant departments to provide significant financial resources for 4 new hires since 2015: 2 tenured associate professors (Haberkorn in ALC & Ho in Education), and 2 faculty associates (Harlacher in Human Ecology & Jung in Political Science). In addition, 4 core teaching faculty were granted tenure (Baird in Geography, Chan in History, Choy in Dance, and Kim in Anthropology) and UW provided critical support for the retentions of Bowie (Anthropology) and Hansen (History), as well as supporting the hires of 2 visiting faculty associates in 2016-18 (Kozel in AAE & Geran in Human Ecology) (see App A). UW support for SEASSI has been demonstrated (since 2000) by permitting significant tuition waivers to students with financial needs, making it possible for them to attend the institute; in 2016 & 2017, 50 SEASSI participants received \$98,827 in waivers. Moreover, with an endowment administered by UW, CSEAS annually funds 6 one-semester fellowships and 5-8 SE Asia graduate student research grants. Critically, during both federal and state budgetary crises (since 2011), UW has continued its institutional commitment to SE Asian language instruction and has increased staffing support for CSEAS.

Though UW covers the large majority of CSEAS program costs, Title VI support remains critical to language instruction, to outreach initiatives, to supplementing area course offerings, and to triggering university and external support for faculty and programming. In 2013, the significant contributions of Title VI and FLAS funding to UW resulted in leveraging full salary support for our Thai lecturer. In 2016, the L&S Dean facilitated the effort of CSEAS to use Title VI funds to leverage the hiring of Dr. E. Jung (see App A) as a faculty associate in the Political Science Department, where she now offers 2 SE Asia content courses (see App A) and regularly works with departmental doctoral students and MA students in SE Asian Studies. The most significant challenge facing CSEAS at present is to establish an additional tenure-track position in ALC,

where we have lost three senior professors in the last 4 years. This is a major priority in the next 4-year cycle and we seek Title VI funding to leverage this position (see Bgt 1.4).

## **5. STRENGTH OF LIBRARY**

UW's SE Asia collection is among the top 5 in the US and is embedded in the nation's 12th largest library system, according to the Association of Research Libraries (ARA in 2017), with total holdings of 10.1 million volumes in 40 specialized libraries. The Library is ranked 25th by ARA in terms of annual expenditures on collection and staffing (over \$24 million). Library resources are easily accessible through an electronic catalog (over 47 million inquires annually) and through an efficient interlibrary loan service (3rd-ranked nationally), enhanced by extensive and open access digital resources. UW's library system maintains the largest staff of area studies bibliographers (9) among university libraries in the U.S. The SE Asia collection is managed by Larry Ashmun (see App A), the fulltime Distinguished SE Asia Librarian, who is also a member of the CSEAS Steering Committee.

**5.A. Staff, Acquisitions, and Cataloguing Support.** The SE Asia collection is strongly supported by UW, completely covering the librarian's salary, his student staff, all acquisition and cataloguing personnel assigned to SE Asia materials, and a current (2016-17) base acquisition fund of over \$60,000 (see Table 1.1); Library support for the SE Asia collection has remained constant despite recent budgetary cuts. In addition, the Library regularly supports the acquisition and processing of special collections (see below). Although overall UW support for the SE Asia collection is substantial and includes comprehensive acquisition of Western-language materials, the costs for Library of Congress (LC) participation and for the purchase of specific vernacular materials from SE Asia escalates annually. Continued Title VI support is requested for specific acquisitions, including critical digital collections and specialized vernacular materials from SE Asian nations not well-covered by LC (targeting Myanmar, Cambodia, & Laos). See Bgt 5.1.

**5.B. Existing Collection.** The SE Asian library holdings consist of over 180,000 monographs (with about 35% in SE Asian languages), over 14,000 serials (with 36% in SE Asian languages),

over 4,500 microform titles, over 2,500 video cassettes and DVDs comprising the SE Asia Video Archives (feature films, theater performances, & TV footage); and over 1,500 music cassettes, records, and CDs, nearly all available in digital format. The overall collection is especially strong for Indonesia, Philippines, and Thailand, with additional strengths for Malaysia, Singapore, and Vietnam, and increasing emphasis on Cambodia, Laos, and Myanmar; UW maintains the country's largest collection of materials pertaining to the Hmong.

Ashmun continues to aggressively expand archival collections relevant to the study of SE Asia, among them the extensive collection of the U.S. Committee for Scientific Cooperation with Vietnam (1984-2013) acquired from the estate of the late Public Health Professor, Judith Ladinsky, the radio archive (broadcast reels, digital audio tapes, and numerous documents) of the UN Transitional Authority in Cambodia (UNTAC), and the collection of Fr. Ives Bertrais (French missionary in Laos, Thailand, and the Philippines, 1948-2005), consisting of diaries, journals, photographs and copious correspondence (over 3,000 letters) with Hmong parishioners in the Romanized Popular Alphabet, the script that he and 2 other missionaries devised in the mid-1950s. To make these and other collections electronically accessible to researchers, the UW Library Digital Collections Center has launched a major digitizing effort, with the SE Asia materials linked to Southeast Asian Images and Texts (SEAiT), a digital museum initiated in 1997 by CSEAS (supervised by A. McCoy) featuring Philippine images fully described and analyzed. Over the years, SEAiT has expanded to include images of Laos in the 1950s and 1960s (from the collections of anthropologist J. Halpern) and over 500 images of the Philippines from the UW-Ateneo de Manila (Ford-funded) environmental history project. More recently, UW has digitized images of northern Thailand (1970s-1990s) from the slide collection of UW anthropologist K. Bowie, and, in collaboration with Arizona State University, digitized and incorporated a large collection of images of Laos from the William Sage collection, plus several other collections featuring pre-1975 USAID-Laos resources.

**5.C. Services: Cooperative Activities and On-Line Capabilities.** The UW Library is committed to cooperative collection development and cataloguing and is a leader in designing and utilizing electronic systems to improve accessibility to resource materials. The electronic catalog provides a fully-integrated, internet-accessible system that performs a wide range of functions from searching to interlibrary loan orders. Microcomputer laboratories located throughout campus permit users to access over 1,000 electronic journals and 250 electronic resources (bibliographies, magazines & newspapers). Through the BTAA, the 12 major libraries of our consortium share resources through the Virtual Electronic Library, permitting faculty, students, and public libraries to have direct access to UW's online catalog and circulation system.

Ashmun also plays a major role in disseminating information about SE Asia holdings and online resources, in particular to enhance teaching and faculty/student research. Classroom services have been streamlined through electronically accessible course readings and online sites for accessing course-related materials, including video & photo images). Ashmun fills over 500 formal reference requests each year, prepares and circulates guides on recent acquisitions and special collections, conducts resource orientations for students in SE Asian courses and participants at SEASSI, and presents 30-40 collection and resource tours each year; in addition, he presents at CSEAS K-16 outreach workshops, making teachers aware of valuable resources in UW's collection (see Table 3.1). Ashmun is actively involved in the collaborative efforts of LC and AAS (especially, the Consortium for Research Materials on SE Asia), as well as in the regional collection development initiatives of BTAA and the Center for Research Libraries.

## **6. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM**

For detailed information on faculty quality, see Section 2 and Appendix A. The CSEAS instructional program continues to be one of the most comprehensive in the US, providing multidisciplinary BA and MA degrees, an undergraduate certificate program, and a doctoral minor in SE Asian Studies. These programs are based on 5 languages and over 50 non-language area courses offered annually in 20 departments (14 in L&S, 2 in CALS, and 4 in professional



schools). See Section 7 & App B. The program has 29 core faculty and teaching staff and 35 consulting faculty and affiliated scholars, who form strong concentrations of SE Asian research and teaching (see Sec 2.A). The program is strengthened by the excellence of UW's departments (with 11 social science and humanities departments in the top 20 nationally). The quality of graduate training is exemplified by the success of UW doctoral students in obtaining external research grants in SE Asia, including from the following, since 2000: IIE Fulbright (27), Fulbright-Hays DDR Award (14); Boren/NSEP Fellowship (11), SSRC Pre-Dissertation Awards (6), SSRC Dissertation Awards (4), Charlotte Newcombe Fellowship (3), and NSF Awards (1).

The CSEAS non-language program has 2 interrelated components: a) degrees and courses in L&S; and b) professional school programs.

**6.A. Degrees and Courses in L&S.** The SE Asia degree and certificate programs and most core faculty and course offerings are located in L&S. While strong disciplinary training forms the basis of departmental programs, core SE Asia faculty incorporate multidisciplinary materials into their courses and stress language training as an integral part of area specialty. In 2016-18, 65 courses were offered, 21 of which contained over 50% SE Asia content (see App B).

**6.A.1. Interdisciplinary Study and Degree Programs in SE Asian Studies.** CSEAS serves 2 groups of students: a) undergraduate majors, certificate students, and concentrators; and b) graduate students. See Section 8 for additional information pertaining to degree and certificate programs and study abroad.

**Undergraduate Majors and Certificate Students.** The undergraduate program has 3 objectives: (1) insert SE Asia into the general curriculum through courses with a range of disciplinary approaches; (2) provide a concentration on SE Asia through language, area courses, and study abroad opportunities; and (3) provide high-quality multidisciplinary BA and Certificate programs. See Section 8.A on these requirements. At present there are 12 BA majors; 345 BA degrees have been granted since 2000. 85 students have declared the certificate (launched in 2010); 54 have been awarded through Spring 2017. In 2015-17, 167 undergraduates

participated in study abroad programs in SE Asia (see Sec 8.D) and in 2016-18, over 4,500 students have been exposed to SE Asia courses offered (see App B).

**Graduate Students Concentrating on SE Asia.** CSEAS works closely with 2 categories of graduate students: a) those seeking the MA in SE Asian Studies; and b) those seeking advanced degrees (MA, MS, PhD) in L&S, CALS, and professional school departments, with many of the doctoral students completing the PhD Minor in SE Asian Studies. Since 2000, 87 students have graduated with the MA in SE Asian Studies; 10 students are currently enrolled, and 8 will enter in Fall 2018 (see Sec 8.B). Since 2000, the PhD Minor in SE Asian Studies has been awarded to 20 doctoral students, despite the fact that many departments no longer require a minor. Since 2000, 95 PhDs (in 17 departments) have been awarded to graduate students specializing on SE Asian topics, particularly in History (18), Anthropology (14), Political Science (11), Economics and Development Studies (9), and Sociology (8). The graduate students constitute an integral part of our Center's community, participate in our activities and compete for CSEAS, FLAS and IRIS fellowships. MA and PhD students regularly participate in the SE Asia Research Group (SEARG), a CSEAS-supported student organization that meets regularly and since 2016 has convened two symposia on the state of SE Asia politics and contemporary gender relations in SE Asia. Graduate students are actively involved in the selection of Friday Forum speakers.

**6.A.2. SE Asia Course Offerings.** CSEAS offers over 50 courses each year (see App B).

**Courses for Undergraduate Students.** There are 3 varieties of courses for undergraduates: survey courses taught by core and/or consulting faculty (with 25%-50% content); gateway or introductory courses taught by core faculty (50-100% content); and capstone seminars and upper division courses for majors and certificate students. For these courses, see App B.

<b>TABLE 6.1. UNDERGRADUATE COURSES</b> (See App B)	
<b>Survey</b>	AAE/Econ 374; ALC 100, 300; Anthro 104; Asian Am 101, 161; Curric 375; Geog 337, 340; Hist 161, 229, 267, 276; IB 200; Inter Dis 102; IES 113, 270; IS 101; Music 103; Rel Stds 267; Soc 170
<b>Gateway</b>	ALC 244, 246, 308, 370, 403; Anthro 310, 322, 330, 350; Asian Am 240, 246; Dance 421; Comm Arts 310; Geog 244, 358; Hist 244, 246, 308, 319, 463; Music 361, 402; Poli Sci 244, 322, 328; Rel Stds 206, 308, 370; Soc 244

<b>Capstone</b>	AAE/Econ 473; ALC 444, 630; Anthro 490, 942, 950; Asian Am 540; Curric 975; Comm Arts 470; Geog 557, 930; Hist 438, 458, 600, 706; IES 557; IS 401, 601; Pub Affs 974; Poli Sci 401; PHS 644; Rel Stds 444
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The primary gateway courses are: History 244 (*Introduction to SE Asia*) crosslisted in 4 other departments and offered every fall (with 80-90 students); History 246 (*SE Asian Refugees of the Cold War*), crosslisted in 2 other departments and offered every spring (with 80-90 students); and History 319 (*Vietnam Wars*) taught each fall (with over 120 students); all 3 have permanent TA assignments. There are, on average, 40 lecture courses and 8-10 seminars available to undergraduates each year.

**Courses for Graduate Students.** Substantial SE Asia course offerings are also available to graduate students: introductory courses (often overlapping with upper division undergraduate courses); and advanced courses that establish close working relationships with core faculty, particularly for seminar papers, theses, and dissertations. Beyond the core courses, are a wide variety of others with at least 25% content offered by core and consulting faculty.

<b>TABLE 6.2. GRADUATE COURSES</b> (See App B)	
<b>Introductory</b>	ALC 308, 370; 403; Anthro 330, 350; Asian Am 540; Comm Arts 210; Dance 421; Geog 358; Hist 319, 438, 458, 463; Music 402; PoliSci 322, 328
<b>Advanced</b>	AAE/Econ 473; ALC 444, 630; Anthro 490, 942, 950; Comm Arts 470; Curric 975 Geog 557, 930; Hist 706, 755; Poli Sci 401; PHS 644; Rel Stds 444

**Courses and Multidisciplinary Concentrations.** Both undergraduate and graduate offerings provide in-depth study in social science and humanities fields; at present there are 12 doctoral students in History, 12 in Anthropology, 9 in Geography, 8 in Education, 5 in Sociology, 4 in ALC, 3 in Political Science, 2 each in Music and Economics (AAE), and 1 each in Art History and Public Affairs. These disciplines have routinely attracted large numbers of graduate students. In addition, new courses have been developed and others reoriented to provide students with multidisciplinary study of SE Asia. An example is UW's strong concentration on the religions of SE Asia, with an emphasis on Buddhism (Hansen & Bowie: ALC/Rel Stds 308, Hist 267, Hist 438, & Antho 330) and Islam (Gade & Jung: ALC/Rel Stds 206, 370, 444, & Poli Sci 401). This concentration also draws from other faculty and courses, including Wink (historical development

of Buddhist and Islamic institutions in South & SE Asia, Hist 263) and Baird (the role of Buddhism in contemporary Cambodia, Laos, & Thailand, Geog 358). This concentration is supplemented by the language offerings of Barnard, Hnin Tun, Hutami, Peyasantiwong, and Dinh and the continued participation of Rafferty and Cowell (emeritus faculty) and Easum, Gillogly, Harr Bailey, Jordt, Liwe, and McGovern (affiliated faculty: see App A). The study of these religious and textual traditions is greatly enhanced by instruction in critical doctrinal languages (Arabic, Pali, Sanskrit, and Classical Chinese) and by the efforts of Ashmun to make library and digital resources available to faculty and students. This expertise led to a highly successful K-12 teacher workshop on “socially engaged religion” in SE Asia in March 2018 and UW’s selection to host the next international conference of the Theravada Civilizations Group.

**Instructional Assistants.** All large-enrollment courses, including several SE Asia content courses, make effective use of TAs for discussion sections. TAs receive pedagogical training and attend an intensive workshop each fall, and are closely monitored by departmental student-faculty committees, formally evaluated twice each semester, observed by a faculty supervisor, and provided with short-term teaching workshops aimed at specific pedagogical concerns and at introducing innovative teaching technologies.

**6.B. Professional School Programs.** CSEAS has its primary base in the social sciences and humanities but works with the support of ID to incorporate CALS and professional school faculty and students into our area-focused training programs. Our approach to working with these critical programs aims at promoting the interdisciplinary study of SE Asia by forging constellations of research, teaching, and study abroad with specific scholars and programs in each of these colleges. Through these constellations, CSEAS has found effective ways to integrate consulting faculty in SE Asian initiatives and programming. The results of these efforts have been very rewarding.

The most active of these constellations is our relationship with the Medical School’s multidisciplinary Global Health Institute (GHI). CSEAS has been committed to issues of health

research and disease prevention in SE Asia for over 30 years. In 2005, with the launching of the GHI, an effective collaboration of Medical School faculty across departments (PHS, Nursing, Pharmacy, Family Medicine, and others) established UW's first MPH degree program. These initiatives have resulted in the expansion of international research and teaching, and study abroad programs in SE Asia. Building upon their previous professional experiences in SE Asia, several of these faculty (Conway, Kraus, Niemi, Roll & Solheim) have developed field courses (especially Thailand: PHS 644) and inserted significant content on SE Asia into their courses. CSEAS faculty (Bowie, Coxhead & Nobles) consult on these courses, work with their students, and utilize these programs for their own students with interests in health issues; these courses are integrated into the BA, MA, and certificate programs of CSEAS (see Tables 2.1 & 2.2).

Another long-standing constellation focuses on the broad multidisciplinary study of the environment, based in the Nelson Institute of Environmental Studies (IES) with extensive links across campus. Several CSEAS faculty, since the 1980s, were at the forefront of early efforts to develop a global perspective for the institute. In 2002, IES was reorganized as the Gaylord Nelson Institute with a renewed and expanded global mission, 4 interdisciplinary research centers, newly reconstituted undergraduate and graduate degree (MS & PhD) and certificate programs, and a vigorous plan to link faculty and students in L&S and CALS departments to purposeful endeavors that reach from the lakes and prairies of Wisconsin to the forests and rubber plantations of northern Laos, to the crane habitats of the Mekong Basin, to the rivers and fishing communities of northwestern Thailand, to the long-closed eco-zones of northern Myanmar, to the coffee and oil palm plantations of Java and Sumatra, and to emerging urban landscapes of towns and cities across SE Asia; these and other projects involve Allendorf, Baird, Compton, Coxhead, Gade, Gibbs, Olds, Schneider, and Zhou, all part of the CSEAS network of scholars (see App A). The recent move of Gade from ALC to IES, where she conducts research on the interaction between religion and the environment ("green Islam" in Indonesia), has greatly facilitated these important multidisciplinary initiatives. Since 2002, the IES research and study

array has produced 40 MA/MS and 23 PhD degrees involving SE Asia, with most of these graduates establishing careers in government (state & federal) and the non-profit sector.

## 7. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

UW is the top-ranked public university (2nd overall) among *The Most Innovative Colleges for Foreign Language Learning for 2018* (TheBestCollege.org), and Department of Education data for 2015-16 ranked UW as the leading American institution in having more undergraduate students majoring in a language other than English (when considering first and second majors).

**7.A. Language Offerings and Teaching Personnel.** UW offers 5 SE Asia languages each semester: Filipino, Hmong, Indonesian, Thai, and Vietnamese; all are FLAS languages and are administered by ALC. Instructional levels and hours per week are listed in **Table 7.1**.

<b>TABLE 7.1: FLAS LANGUAGES – LEVELS &amp; HOURS/WEEK</b>				
<b>Language</b>	<b>1st Year / Hours</b>	<b>2nd Year / Hours</b>	<b>3rd Year / Hours</b>	<b>4th Year / Hours</b>
Filipino	4	4	3 (tutorial)	-
Hmong	4	4	3	-
Indonesian	4	4	3	3
Thai	4	4	3	3
Vietnamese	4	4	3	-

In addition to 4 class hours, all 1st- and 2nd-year instruction includes 2-3 hours a week in language labs and informal language tables where students interact with native speakers. All BA and MA graduates in SE Asian Studies are required to complete 4 semesters in a SE Asian language. 95% of MA recipients reach advanced (3rd- or 4th-year) proficiency, which is also the case for all UW doctoral students conducting research in SE Asia. Since 2010, SEASSI has trained 812 students, and nearly 600 UW students have enrolled in AY SE Asia language courses (see App B for language enrollments).

SE Asian language instruction is supervised by E. Barnard, a highly experienced teacher and major authority on LCTL teaching pedagogy, proficiency testing, and materials development for SE Asian languages (see App A & 7.C & 7.D, below). Instructional level courses are handled by trained and experienced instructors, all of whom are native speakers: Filipino: Zamar; Hmong: C.

Lee; Indonesian: Hutami; Thai: Peyasantiwong; and Vietnamese: Dinh (see App A). Since 2015, UW funds cover the salaries of all levels of Thai and Hmong, advanced Indonesian, and advanced Vietnamese; the instructors for 1st- and 2nd-year Filipino, Indonesian, and Vietnamese have been supported by Title VI funds (see Bgt 1.2 for Title VI requests for 2018-22). For the past 4 years, instruction in Indonesian, Thai, and Vietnamese has benefited from Fulbright Foreign Language Teaching Assistants (FLTAs) funded by IIE; UW has also made considerable use of FLTAs from Myanmar for students studying distance Burmese with institutional partners.

**Distance Instruction.** For over a decade, UW has been deploying existing technologies for distance language (DL) instruction. Under the supervision of Barnard, ALC has implemented distance instruction in Indonesian, Thai, and Vietnamese. For the past 5 years, we have responded to demands from the BTAA to deliver 1st-year instruction to students in our consortium. In 2013-14, with start-up funding from the Royal Thai Embassy, a language “swap” was instituted with UC Berkeley (UW sends Thai and receives Khmer, preparing 5 UW graduate students for fieldwork in Cambodia). A similar exchange was established with NIU in 2014 (UW sent Vietnamese and received Burmese, preparing 4 UW graduate students for fieldwork in Myanmar); competing demands on instructors led to the termination of the NIU program in 2017. The success of UW’s “swap” initiatives, as well as distance instruction at SEASSI (see below), resulted in the invitation of M. Cullinane (and UW’s M.J. Wilson) to feature these programs at IFLE’s Technical Assistance Workshop (webinar) in September 2017. During her incumbency as President of AAS (2017-18), K. Bowie concentrated her executive initiative to compile a major survey of Asian LCTLs taught across the U.S., with an emphasis on those offering distance programs. This valuable resource, *AAS Language Database*, designed and compiled at UW by F. Lucht (see App A), is available on the AAS and CSEAS websites; with continued support from AAS and the Luce Foundation, efforts are currently underway to link students to institutions with distance capacities. At present, CSEAS, ALC, and ID are negotiating with UW administrators to develop a revenue-generating system (with

a reasonable fee for service) to offer our excellent language instructional programs to K-16 students across the country. We plan to accomplish this goal in the next 4 years. See Sections 1 & 3.

**Content Courses in SE Asian Languages.** Despite impediments to offering content courses in SE Asian LCTLs, this objective is met in 2 ways: (1) advanced-level language courses that are content-focused (especially 4th-year Thai & Indonesian); and (2) incorporating SE Asian language materials into readings for advanced students in graduate seminars offered by our core teaching faculty (Baird, Bowie, Gade, Hansen, Kim, A. McCoy, and Haberkorn. See Appendix A & B.

### **7.B. Summer Intensive and Advanced Overseas Language Training.**

**SE Asian Studies Summer Institute (SEASSI) ([seassi.wisc.edu](http://seassi.wisc.edu)).** Since its establishment in 1984, SEASSI has played a central role in SE Asian studies nationally by providing performance-based language instruction to 4,591 students (since 1996, 436 at advanced levels), serving as the focal point for implementing pedagogical innovations, providing a venue for developing language materials and proficiency guidelines, keeping American language specialists in contact with language developments in SE Asia, and establishing critical linkages among students, faculty, and scholars in the SE Asian field of study. While SEASSI was initially focused on graduate students, it has attracted an increasing number of undergraduates (since 2000, 25-30% of the participants). SEASSI alumni represent a substantial portion of the post-1983 generation of specialists on SE Asia by holding key faculty posts at American universities and by serving government agencies, especially the military, and non-government organizations.

As the host of SEASSI (1994-95 & since 2000), CSEAS has provided critical leadership in its development. CSEAS administrators (Moore as coordinator, Rafferty as language director, and Cullinane as administrative director) devote considerable energy to the successful planning and operation of the institute, and UW's administration (L&S, ID/IRIS, & ALC) provide critical institutional support, in particular for tuition waivers, credit offerings, and use of major facilities. SEASSI has also benefited from recent efforts to develop the Wisconsin Intensive Summer Language Institute (WISLI), a program to consolidate and expand UW's intensive language



instruction. Our AY language teachers and consulting faculty play major parts in SEASSI instruction (Dinh, Hnin Tun, C. Lee, Liwe, Peyasantiwong & Zamar, as coordinators, respectively, for Vietnamese, Burmese, Hmong, Indonesian, Thai, & Filipino; and Hutami as Indonesian instructor) (see App A). All SEASSI language coordinators and instructors are fully integrated into the initiatives of COTSEAL, with SEASSI hosting its summer workshops and with Barnard and Rafferty regularly involved in the training of teachers and working to develop appropriate materials and proficiency guidelines through academic year workshops (see Sec 7.C). In addition to working to build a solid financial base for the institute, CSEAS remains committed to SEASSI's high-quality instruction, using the communicative classroom approach that effectively integrates pedagogical activities and materials, including relevant computer-aided and internet-based resources. Having pioneered distance instruction in 2012, SEASSI is committed to expanding its distance capacity in an effort to increase access to SE Asian LCTLs.

**Indonesian Flagship Language Initiative (IFLI) ([ifli.wisc.edu](http://ifli.wisc.edu)).** In late 2017, the National Security Education Program (NSEP/Boren, Defense Department) and IIE approached UW to propose that CSEAS (in affiliation with UW's South Asian Flagship Languages Initiative, SAFLI) establish a program for Indonesian, utilizing SEASSI 2018 as the summer host and Universitas Negeri Malang as the program's in-country host in Fall 2018. The proposal was submitted and approved, and CSEAS is currently preparing to receive 11 Boren fellows at IFLI 2018 to study Indonesian. This is a great opportunity for SE Asia programs, with Indonesian being the first strategic language of our region selected for Flagship status. CSEAS is fully prepared to deliver a successful program and to find ways to sustain this initiative. As such, CSEAS is committed to the renewal of IFLI in the next NSEP-Flagship cycle (2019-20) in order to institutionalize the place of Indonesian as a priority language in the U.S. See Table 1.1(2) & Budget 8.4.b (seeking Title VI support to assist CSEAS in pursuing this goal in Spring 2019).

**Advanced Overseas Language Training.** Changes in funding priorities for Fulbright GPA programs since 2011 have had a detrimental impact on SE Asian language instruction by

eliminating 4 of the 5 programs that were a part of our field's overall coverage for many years. At present, only the advanced Indonesian program of the Consortium for the Teaching of Indonesian (COTI) continues in operation and has long been supported by CSEAS. There are now 3 other major instructional programs in Indonesia: the US-Indo, the State Department's Critical Language Scholarship (CLS) program, and the Indonesian Flagship (IFLI), with the last 3 sharing in-country language instructors; these programs have drawn students away from COTI. There remains a great need for advanced overseas programs in the other SE Asia countries. Without these programs, SEASSI has taken on a greater responsibility for advanced instruction in SE Asian languages.

**7.C. Performance-Based Language Instruction for SE Asian LCTLs.** SE Asian language instruction at UW, both AY and at SEASSI-IFLI, is deeply committed to performance-based instruction and the development of proficiency in all 4 skill areas: oral production, listening, reading, and writing. Based on the best available national proficiency guidelines, performance tests are administered at the start and end of each semester to evaluate student progress and to insure that UW's SE Asia language instruction is fully integrated into the best national standards. Rafferty, Barnard, and Zamar are ACTFL-certified proficiency testers and, along with Liwe, Peyasantiwong, Dinh, C. Lee, and Hutami, are active in COTSEAL, where they champion efforts to design language-specific oral proficiency guidelines and to develop effective proficiency-based teaching materials for Filipino, Indonesian, Vietnamese, Thai, and Hmong.

For over 2 decades, Rafferty and Barnard have worked closely with colleagues across the US on a wide range of pedagogical initiatives aimed at strengthening the field of SE Asian language instruction, initially for Indonesian and, since 2014, for all the major national languages (see Sec 3.A). Rafferty has taken the lead to develop performance-based materials (including textbooks) and oral proficiency guidelines for Indonesian, supervising 6 major grants since 1997 (totaling over \$1.3 million: 5 IRS and 1 NSEP), with several projects closely coordinated with Barnard, Liwe, and specialists at other NRCs and with COTI. UW's SE Asian language instructional program has also been greatly enhanced by the support of UW's Language Institute (LI), which works with teachers

of LCTLs to improve materials development and the implementation of effective proficiency testing, with several of these initiatives involving both Rafferty (as chair of ALC) and Barnard (as the coordinator of ALC language pedagogy). UW-based research in SE Asian languages has resulted in the development of significant resources for SE Asia language learning, including the speaking, reading & grammar textbooks for Indonesian (see Rafferty & Barnard in App A) and the remarkable set of digital dictionaries (SEA Lang Lib), targeting 26 SE Asian languages, developed by D. Cooper and freely accessible to the public (sealang.net). In 2014, Rafferty led the national effort to establish a SE Asia Language Resource Center (LRC) aimed at professionalizing the field of SE Asian language teaching by developing critical projects in collaboration with SE Asian language teachers at NRCs and in association with COTSEAL. While the effort to launch the LRC for SE Asian LCTLs failed, CSEAS, led by Rafferty and Barnard, collaborated with SE Asian NRCs to pursue these critical initiatives in 2014-18 through our Title VI programming; the results of these initiatives are discussed below.

**7.D. Professionalizing SE Asian Language Teaching.** Since 2014, with support from Title VI and the Luce Foundation, Barnard and Rafferty, in collaboration with COTSEAL and several SE Asian NRCs, convened 4 national SE Asia language pedagogy workshops (Madison, Berkeley, Ithaca, Ann Arbor) aimed at teaching the principles of content-based instruction (CBI) while using authentic texts to develop reading and listening skills, and to produce CBI prototype materials through collaboration among language-specific teams. Each workshop involved 24 SE Asian language instructors of 6 languages (Burmese, Filipino, Indonesian, Khmer, Thai, & Vietnamese) from 10 US-based institutions. The Fall 2017 Cornell meeting with over 100 participants reinforced the achievements of the earlier workshops and proposed the formation of a national body to work with COTSEAL to oversee continuing professionalization of the field. The final workshop in Ann Arbor, funded by Luce, was an ACTFL Familiarization workshop involving 25 key instructors from all the NRC programs (see Table 3.1). Led by Prof. A. Cohn, Director of Cornell's SE Asia Program, these efforts were consolidated in March 2018 at the AAS annual meeting with the

formation of the SE Asian Language Council (SEALC), a national-level body to coordinate a wide range of critical initiatives in close coordination with COTSEAL, SEASSI, and NRC language programs in 2019-2022 (see Secs 1.A-2 & 3.A, Table 1.1). We seek funding for the 4 workshops in 2019-2022 outlined in **Table 7.2**. For requested support, see Bgt 1.3; 3.1.d; 5.2; & 8.2.a-b.

<b>TABLE 7.2 2018-2022 SE ASIA LANGUAGE WORKSHOPS</b>			
<b>Date</b>	<b>Host</b>	<b>Event</b>	<b>Goal &amp; Activity</b>
Spring 2019	Washington (Seattle)	25 <sup>th</sup> COTSEAL conference workshop	Technologies for flipped classrooms for interactive language pedagogy  Two-day conference on pedagogical strategies using new technologies
Fall 2019	UW-Madison	5-day workshop for 30 NRC language teachers (3 grps of 10)	Provide ACTFL oral proficiency interview (OPI) training Follow-up workshop in 2020 sponsored by Luce Fndn – develop OPI guidelines for each language
Fall 2020	UCLA	2-day workshop with National Heritage LRC	Introduce PBL to language teachers working with heritage / mixed class learners Design lesson plans for posting on COTSEAL website
Fall 2021	NIU	3-day workshop, 25-30 participants – listening & reading texts, proficiency	Train on guidelines and develop assessments for 4 levels of listening & reading proficiency Follow-up workshop at MSU in 2022 sponsored by Luce Fndn - present & refine assessment tools.

## **8. QUALITY OF CURRICULUM DESIGN**

Sections 6 (non-language) and 7 (language) provide additional information on instructional programs for undergraduate and graduates students.

**8.A. Undergraduate Degree Programs.** The CSEAS-administered **BA degree in SE Asian Studies** is multidisciplinary and requires 30 credits (at least 10 courses) on SE Asia (distributed in humanities & social sciences) and a minimum of 2 years of SE Asian language study. Students balance survey and gateway courses with appropriate advanced courses and capstone seminars. The CSEAS-administered **Certificate in SE Asian Studies** permits students with other majors to demonstrate a concentration on SE Asia by completing 15 credits, or 4 to 5 content courses including up to 6 credits of language study. Study abroad in SE Asia is encouraged and overseas

courses routinely satisfy degree and certificate requirements (see Sec 8.D). The SE Asian Studies Certificate is attractive to students majoring in IS, among the top ten L&S undergraduate majors.

**8.B. Graduate Degree Programs.** The CSEAS-administered **MA in SE Asian Studies** requires 30 credits, or 10 core courses (including 2 research seminars), a minimum of 2 years of proficiency in a SE Asian language, and an oral exam by 3 core faculty based on an advanced research paper. In addition, CSEAS administers a **PhD Minor in SE Asian Studies** to doctoral students across the university, including those in professional degree programs. The PhD Minor requires 12 credits of core SE Asia courses outside the student's discipline. As noted in Section 6, the advanced study of SE Asia (at the MA and PhD level) is supported in all humanities and social science departments. Though both undergraduate and graduate programs continue to be concentrated in the social sciences and humanities, strong linkages have been developed in global health, environmental studies, international business, and education. See Section 6.B.

**8.C. Career Advising.** Career counseling is embedded in advisory services, with each school or college maintaining a career services office. The most effective for our students is the L&S Career Services Office, which launched a new career initiative in 2014 that has increased alumni engagement to articulate transferable skills from courses, certificates, and majors to jobs. CSEAS collects information on career opportunities, which is disseminated to our majors through bi-weekly electronic mailings, regular postings on the CSEAS and IRIS websites, and through ongoing advisory services provided by CSEAS (Cullinane), IRIS-Students and Curriculum, and IS. In addition, CSEAS joins with other area programs in "career fairs" that invite government, non-government, and private sector employers to meet students each semester.

**8.D. Study Abroad Programs.** (For overseas language programs, see 7.B). UW is 1st among public universities (4th overall) for semester-long participation in study abroad. Over half the students completing the BA in SE Asian Studies have studied or resided in SE Asia; all but 4 of the 45 MA graduates in SE Asian Studies since 2010 have spent considerable time in SE Asia. IAP supports and/or administers 200 programs in over 60 countries, 7 of which are in SE Asia

(Cambodia, Laos, Malaysia, Myanmar, Singapore, Thailand, and Vietnam). In 2015-17, 167 UW students studied (most for at least one semester) in one of these 7 countries, with the largest numbers in Thailand and Singapore. Four one-semester programs in SE Asia are supported by IAP: the UW program (since 1996) at Thammasat University (Bangkok, for 1 or 2 semesters); the CIEE programs at Khon Kaen (Thailand) and Singapore (NUS); and the CET program in Ho Chi Minh City (Vietnam); UW is also affiliated with Study Abroad in Laos (SAIL) administered by the Center for Lao Studies in San Francisco. With start-up assistance from the Luce Foundation, IAP and CSEAS launched a new one-month study abroad program focused on highland communities of northern Thailand in Summer 2018. This program has developed from the UW-U of Minnesota Hmong Studies Consortium (since 2010) and is directed by Baird and M. Lee (see App A), currently leading 20 students to Thailand, with 15 of these students having received fellowships to participate. All these programs receive full UW credit.

Two other programs are also based in Thailand. In 1998, CALS established a study abroad program at Mahidol University focused on bio-diversity, environmental studies, and development economics. In the past decade, the most active of these programs has been managed by J. Roll (see App A) in the Bacteriology Department. Under his supervision nearly 100 UW students have traveled to Thailand in the summers to work on joint research projects designed by UW and Mahidol faculty, with SE Asia faculty and graduate students assisting in the program's orientation sessions. In 2016, Roll moved this program to Mae Fah Luang University in Chiang Rai, where UW students (14 in 2016, 19 in 2017) spent the summer working closely on their projects under joint supervision of Roll and his Thai colleagues, with American and Thai students participating in an annual forum on development and public health. In addition to their scientific work (Microbio 304), the UW students live with their Thai counterparts and take a course taught by UW doctoral students with long experience in this area (ALC 300); the course concentrates on a range of issues pertaining to northern Thailand and the contiguous upland areas, including excursions to public health clinics, Buddhist temples, and museums. The other

Thai program was developed by faculty in UW's Medical School, in particular those networked through the Global Health Institute (Conway, Kraus, & Solheim, see App A). Since 2008, they have offered a field course in Thailand (PHS 644) concentrated on infectious diseases; at end of the spring semester, UW students enrolled in this course take a 2-week, faculty-led study tour to selected clinics, hospitals, and research laboratories in Thailand, where they receive first-hand exposure to Thai medical and health practices. This course (with 34 students since 2017) is fully integrated into the Global Health Certificate.

Since 2005, CSEAS has played a major role in the development of an exciting and unique study tour, the Vietnam Health Project (VHP), organized by UW undergraduate students from a wide variety of academic programs. Each year, during the spring intercession, VHP takes 10-15 students on a 4-week tour to hospitals, rural health clinics, and orphanages in Vietnam, where they volunteer their services and distribute medical supplies. Initially VHP, a student organization, relied on a range of small-scale fundraising projects, but since 2009 it has expanded in two directions: 1) to seek funding from UW's *Wisconsin Idea* (established specifically to encourage student groups to engage in off-campus initiatives); and 2) to affiliate with NGOs operating in Vietnam to increase their involvement in more sustainable projects. CSEAS (with Cullinane as the group's advisor) has assisted VHP in obtaining 3 grants from the *Wisconsin Idea* initiative (2009, 2010, & 2014) and in successfully establishing linkages with 3 NGOs operating in Vietnam: the Madison-based My Lai Project, the Catalyst Foundation, and the Dove Foundation. As VHP moves into its second decade, it has emerged as a model for undergraduate student initiative and overseas involvement and has sustained and redirected the innovative ideas of its founders.

In 2010, UW's International Division established the International Internship Program (IIP) to develop overseas internships for UW undergraduates; since 2010, 24 undergraduate students have been placed in 4 SE Asia countries (Cambodia, Malaysia, Thailand, & Singapore). CSEAS is working with IIP to increase the number of internship opportunities in SE Asia.

## 9. OUTREACH ACTIVITIES

CSEAS is committed to a comprehensive outreach program that meets and exceeds the stated absolute and competitive preference priorities (both 1 & 2). The CSEAS outreach program is supervised by a 5-person faculty committee, implemented by a professional outreach specialist, and emphasizes best practices and measurable impact outcomes. Since 2011, the CSEAS Outreach Coordinator has been M. McCoy (see App A), who holds a PhD in Communications (focused on SE Asia), a Wisconsin Secondary Teaching Credential, and advanced proficiency in Indonesian. Under her supervision, SE Asia outreach initiatives span a wide range of activities that include in-service training workshops for K-16 teachers, pre-service programs for teacher-training institutions (especially at UW), regular briefings for local media, government, and business (on and off campus), and over 50 academic and cultural events throughout the year. CSEAS organizes its outreach programs in 2 ways: through center activities organized independently by M. McCoy, and collaboratively through activities sponsored by IRIS-Outreach. **IRIS-Outreach.** Building upon the Wisconsin International Outreach Consortium (WIOC, since 1993), IRIS-Outreach (since 2016) provides a formal structure for UW's international outreach programs. Administratively supported by the ID, IRIS-Outreach assists all area centers in carrying out activities by coordinating programs to deliver effective off-campus activities with, among others, the Wisconsin Department of Public Instruction (WDPI), Wisconsin's community and technical college system, MSIs in Wisconsin, UW's School of Education, and community organizations. Annual IRIS-Outreach activities involving CSEAS include World Languages Day (bringing 600 secondary students and 50 teachers to campus to highlight UW's language programs) and World Appreciation Day (a pre-college program bringing over 300 under-represented students to campus in collaboration with UW's *People of the World* program).

**9.A. K-12 In-Service and Pre-Service Initiatives.** CSEAS outreach to K-12 schools takes several forms: faculty, staff, and graduate student presentations (as "outreach ambassadors") in response to direct requests from teachers (for materials, performances, and classroom visits); in-



service teacher training workshops, initiatives in collaboration with WDPI, and pre-service programs at UW-Madison and the region. All activities are described in our annual IFLE reports.

**9.A.1. Summary of Recent Initiatives.** Since 2014, CSEAS delivered 187 presentations and performances at area schools and conducted or collaborated on 8 K-12 teacher-training workshops that addressed diverse topics relating to SE Asia. CSEAS convened 3 major K-12 professional development workshops on subjects that included teaching historical fiction, socially engaged religion in SE Asia (led by Hansen, Bowie, UW graduate students, and invited specialists), and new perspectives on the history of the Hmong in SE Asia (involving Baird, UW graduate students, and community leaders). In collaboration with IRIS-Outreach, CSEAS participated in 5 professional development workshops that reached pre-service and in-service teachers at campuses throughout Wisconsin: UW-Eau Claire (“Exploring Global Stories Locally,” emphasizing children’s literature); Alverno College (“Overcoming Islamophobia,” emphasizing positive classroom culture; co-sponsored with Milwaukee’s Muslim Women’s Coalition); UW-Madison (“Behind the Headlines: A Look at Global Health”); Madison College (“International Child Rights”); and Viterbo University (“Teaching and Learning for Children in Poverty”). With other area centers, 2 successful pre-service initiatives were launched in partnership with C&I, the teacher-training program of UW’s School of Education, targeting prospective social studies teachers. The objectives of these initiatives were two-fold: a) to strengthen the applications of undergraduate applicants to C&I’s teacher-training program; and b) to provide graduates of the teacher-education program with critical content that will improve their opportunities for employment by being able to demonstrate internationally-focused expertise and training. These 2 courses are described below. **(1) First-year Interest Group (FIG) on Globalizing Education.** A FIG is an innovative undergraduate initiative implemented by L&S over a decade ago; FIGs link 3 courses into a cluster of 20 incoming-undergraduates focused on a single theme. The Globalizing Education FIG was aimed at prospective applicants to UW’s teacher-training program; it was offered in Fall 2016 and Fall 2017 to 39 students, with

the core course, Curric 375 (Globalizing Education) taught by M. Hawkins (see App A), a strong advocate of international education. Through her course, Hawkins coordinated student participation in 2 linked courses (both with 25% SE Asia content): International Studies 101 (*Introduction of International Studies*) and Anthropology 104 (*Cultural Anthropology & Human Diversity*). Area content was supplemented by the participation of regional specialists (both graduate teaching assistants and faculty) in the discussion sections of all 3 courses. **(2) Internationalizing Education.** In collaboration with T. Popkewitz in C&I, another pre-service course was designed and implemented for undergraduates applying to the C&I teacher-training program and for graduate students in the School of Education. This course sequence, Curric 375/675, was offered during the spring semesters of 2016 and 2018 and attracted 32 students. The success of this initiative convinced C&I to institutionalize the course on an annual basis. CSEAS will concentrate on implementing an expanded version of the FIG initiative during the next 4-year grant cycle (see 9.A.2-3).

**9.A.2. Proposed Initiatives for 2018-22.** During the next 4 years, CSEAS will continue successful existing programs and implement new initiatives aimed at K-12 in- and pre-service teacher training, and will continue to develop our partnerships with the CMN and Madison College. See Table 1.1 & 1.2; and Section 3.A.

(1) Meeting Wisconsin's Social Studies Standards (Absolute Priority). CSEAS will launch a new curriculum and professional development project to assist in-service, as well as pre-service, K-12 teachers to prepare for the new Wisconsin State Standards for Social Studies, recently released by the Wisconsin Department of Public Instruction (WDPI). As a designated “trusted partner” of WDPI, CSEAS will work with state educators to develop classroom materials focused on SE Asia designed to meet specific state standards, and will make these available for teacher portfolios, as well as to pre-service students working for teacher certification at UW's School of Education. See also, Section 1.A-4 & Bgt 8.2.a.

(2) Global Connections with Title III and V Colleges (Absolute & Competitive Priorities 1 & 2).

In collaboration with IRIS-Outreach, CSEAS will implement a professional development symposium for each of the 4 years that targets education faculty and students in the teacher-training programs at 4 regional Title III and V colleges in Wisconsin (UW-La Crosse, Mount Mary College, Concordia College, and Alverno College), as well as 12 K-12 teachers from each of these regions. The program will deliver internationally-focused curriculum materials to all 3 constituents (post-secondary education faculty and both pre- and in-service teachers) in close interaction with the education faculty and administrators of each college. Each workshop will feature district curriculum specialists and master teachers to provide guidance on in-classroom methods and best practices; curriculum units will be tested in classroom situations and assessed and refined by district specialists. Each symposium will have a pre-arranged theme with CSEAS delivering appropriate SE Asia content for each. See Section 1.A-5; Bgt 3.1.b.

(3) Globalizing Teacher Training at UW-Madison (Competitive Priority 2). In collaboration with other area centers, CSEAS will expand the highly successful FIG initiative with UW's School of Education aimed at pre-service training for prospective social studies teachers. This Globalizing Education FIG (Curric 375), supervised by M. Hawkins, will be offered in Fall 2019 and Fall 2020 and will be linked to the 2 introductory courses (IS 101 & Anthro 104). While the FIG targets students planning careers in K-12 teaching, we will incorporate this initiative into UW's on-going intensive 14-month training program for advanced students seeking certification in secondary teaching. The students in this program receive a MS in C&I, a teaching license in secondary content (including social studies), and a teaching license in ESL appropriate to their major subjects. With Hawkins, the area centers will incorporate international content and curriculum into the program's intensive summer workshops, especially with social studies concentrators, including demonstrations by highly proficient secondary teachers already implementing these best practices in their classrooms. See Section 1.A-5.

(4) CSEAS K-12 Teacher-Training Workshops (Absolute Priority). Building on past successes, CSEAS will convene 4 SE Asia-focused K-12 teacher-training workshops, each focusing on current issues aimed at attracting interest and at assisting teachers to develop appropriate teaching strategies and materials. The 4 SE Asia-focused topics will be: “Youth and Democracy” (Year 1); “Global Populism” (Year 2); “Civil Society in the Cyberage” (Year 3); and “Orphan Tourism and Issues of Ethical Volunteering” (Year 4). See PMF-2 in App D.

**9.B. Services to Postsecondary Teachers and Institutions.** CSEAS and its faculty serve their colleagues at postsecondary institutions and MSIs in many significant ways. CSEAS on its own and with IRIS colleagues organizes symposia and content-focused workshops to bring UW’s international expertise into the service of new and/or on-going initiatives at 2- and 4-year colleges and universities in our region. Two of these institutions, CMN and Madison College, formed the core of our efforts to sustain partnerships launched in 2014.

**9.B.1 Recent and On-Going Initiatives.** In addition to an array of on-going academic interactions with our colleagues in the upper Midwest (see 9.B.2-3, below), CSEAS, in collaboration with other area centers, established critical partnerships in 2014-15 with CMN and Madison College, developing programs that will continue into the next grant period. By focusing on 2 critical international themes, indigeneity and sustainable development, we have succeeded in building a collaborative relationship with CMN, a major Wisconsin-based MSI. The partnership has brought together UW faculty and graduate students specializing on global indigenous movements and localized efforts to develop sustainable environments with faculty and administrators at CMN’s Sustainable Development Institute, linking global problems and struggles with those of Native American communities. The program included 2 joint trips to the UN Forum on Indigenous Peoples and 2 semester-long seminars on problems facing indigenous peoples across the globe to develop and sustain their environments. SE Asia content (led by Baird and 2 of his graduate students) was an integral part of these initiatives, including the participation of indigenous scholars from Thailand, Burma, and Laos invited to UW as part of an

Open Society conference convened by Baird in Spring 2015. In 2016, UW's Institute for Environmental Studies (IES) joined this partnership and will play a major role in our future interactions with CMN (see 9.B.2-1, below). In addition, CSEAS and UW's area centers launched a major initiative in 2015 with Madison College, the largest community college (over 37,000 students) in Wisconsin and the leading 2-year feeder institution to UW. Building on over a decade of shared international programming, UW and Madison College established the **Passport Program**, aimed at making UW's resources and courses (including language instruction) available to Madison College's newly created 15-credit interdisciplinary Global Studies Certificate program. This collaboration has been strengthened by regular participation of CSEAS faculty in Madison College's annual International Institute, which each year attracts between 50-80 faculty participants from community colleges affiliated with the Wisconsin Technical College System. This program has made it possible for CSEAS outreach coordinator, M. McCoy to build strong institutional links with Madison College and community college faculty across Wisconsin. The Madison College program has also proven to be a successful and sustainable program that will be expanded during the next grant period (see 9.B.2-2).

**9.B.2. Proposed Initiatives for 2018-22.** CSEAS will develop 4 major priority projects in the next 4 years.

(1) Partnership with College of Menominee Nation (CMN) (Competitive Priority 1). CSEAS, in collaboration with UW's area centers and IES, will build on our 4-year partnership with CMN's Sustainable Development Institute (SDI) to deliver appropriate international curriculum for courses related to global indigeneity and sustainable development, with CSEAS providing faculty and graduate student support for this initiative. In Year 3, the collaborative working group will design a CMN-led panel for presentation in Year 4 at the UN Forum for Indigenous Peoples. See the letters of collaboration with CMN and IES in App E.

(2) Madison College Passport Program (Competitive Priority 1). CSEAS and UW's area centers will continue the successful partnership with Madison College, focusing on sustaining our

relationship in making UW's international resources accessible to the students in the college's Global Studies Certificate program and facilitating the recruitment of these students into internationally focused degree programs at UW. Madison College has committed funds from its UISFL Grant to offset the costs of their students' enrollment in UW's courses, which was the primary challenge during the first 4 years. In addition, CSEAS will launch a new initiative aimed at assisting Madison College faculty with mini grants (2 per year) to engage in curriculum development research projects related to SE Asia. Recipients of these grants will be linked to relevant CSEAS faculty specialists, activities, and relevant courses, as well as to the substantial library resources available at UW. The goal of both initiatives is to strengthen the already strong relationship between CSEAS and the students and faculty of Madison College. Lastly, CSEAS and UW's area centers will continue our collaboration with Madison College's International Institute by supplying speakers, facilitators, and funding for outside participants and area specialists. See the letter of agreement with Madison College in App E and **PMF-3** in App D.

(3) Assistance to Chippewa Valley Technical College (CVTC) (Competitive Priority 1). As the region's leading institution concentrated on the study of the Hmong and other highland groups in SE Asia (see Secs 2.A & 8.D), CSEAS was approached by the administrators of CVTC to assist in designing and implementing a new seminar abroad program (sponsored by Fulbright GPA) that will take 20 educators (secondary to post-secondary teachers) to northern Thailand for 4 weeks in Summer 2019. CSEAS is involved in the planning and the post-trip assessment, including the formation of appropriate curriculum materials for later implementation.

(4) Strengthening Our Community of SE Asia Specialists. CSEAS will work to maintain and expand our scholarly networks of SE Asia specialists. This network of affiliated scholars participate in our program in a variety of ways (see Sec 2.A); at present the network includes 12 affiliated faculty (Bradley, Easum, Gillogly, Harr Bailey, Hillmer, Hyun, Jordt, M. Lee, Lor, McGovern, Ogden, & Vang; see App A). In addition, we have had a long relationship with our SE Asia colleagues at Northern Illinois University (NIU) in collaborative research (for example,

Hansen & Judy Ledgerwood on Cambodia) and in language instruction (for SEASSI and AY programs in Burmese, Khmer, Thai, and Vietnamese); the most sustaining of these programs is the Council on Thai Studies (COTS), now over 30 years old. In addition to providing an organization for shared research and programming related to Thailand, COTS sponsors an annual Thai studies conference that has received international recognition and participation. UW faculty (Ashmun, Baird, Bowie, Geran, Haberkorn, and Peyasantiwong) play major roles in COTS, with Haberkorn convening the next COTS conference in Madison in October 2018. As discussed in Section 2.A, the UW-Minnesota Hmong Studies Consortium (established in 2009 with funding from Luce) has also built a formal network of regional scholars and has convened 4 international conferences (2011, 2013, 2015, & 2017) comprising over 400 participants, with the 4th held in Chiang Mai; in Summer 2018, the program launched a study aboard program led by Baird and M. Lee to Hmong villages in northern Thailand. See Section 8.D.

CSEAS also takes considerable pride in the quality of our publication series with the UW Press, *New Perspectives in SE Asian Studies*, which is managed by 4 core faculty members (Baird, Bowie, Hansen, A. McCoy) and remains one of the few series of its kind featuring the latest scholarship on SE Asia. Since 2010, the series has produced 14 major monographs that include the re-issuing of 4 seminal studies long out-of-print, including Bowie's translations of stories of Samruan Singh, *Voices from the Thai Countryside*, which has sold over 3,000 copies and is widely used as a textbook in Asian literature courses nationwide.

The CSEAS website ([seasia.wisc.edu](http://seasia.wisc.edu)) also provides critical links to significant resources developed by UW faculty for scholars and postsecondary teachers, including SEAiT, SEALang, *Warung Sinema* (on Indonesian films), *Ayo Membaca!* (Indonesian reading lessons), and *Inside Islam* (since 2010, providing easily accessible information about Islamic societies, including segments on Indonesia by A. Gade), as well as the websites of SEASSI and IFLI. For impact data on these latter web-based resources, see Table 3.1(7).

**9.C. Services to Campus, General Public, Business, and Media.** CSEAS, often in collaboration with IRIS-Outreach, actively offers effective outreach to our campus and community, and contributes regularly to meet local, national, and international media needs.

**9.C.1. Recent Initiatives.** Regular outreach to campus and the general public is carried out through the **Friday Forum Lecture Series** (30-80 in attendance weekly) and regular workshops, seminars, colloquia, and performances. One of the most heavily attended CSEAS-sponsored events of 2016-17 was the highly publicized visit to campus of Pulitzer Prize winner Viet Thanh Nguyen, author of the acclaimed novel, *The Sympathizer*, who gave a talk drawing over 90 people, including students, faculty, and the general public, and also led a highly engaging and well-received CSEAS K-12 professional development workshop the next day, “Teaching and Understanding the Vietnam War,” attended by 25 teachers from 15 Wisconsin school districts. High impact outreach to media is carried largely by individual core faculty who are contacted regularly by a wide range of media organizations and government offices pursuing information and analysis on conditions in SE Asia.

CSEAS core faculty regularly respond to inquiries from government and media for information relating to SE Asia. Since 2001, A. McCoy, CSEAS director, has been invited by the US Department of State to participate in 4 ambassadorial briefings for the Philippines. He is a regular contributor to print and online journals with readerships in excess of a million worldwide and gives over 25 broadcast interviews annually on local, national, and international radio and television on security issues in SE Asia. Other CSEAS faculty are consulted or interviewed by media and local government on current affairs in SE Asia, most recently on Thailand (Bowie, Baird, & Haberkorn), Indonesia (Jung & M. McCoy), Philippines (A. McCoy & Cullinane), and Myanmar (M. McCoy), and on China’s economic incursions into SE Asia (Coxhead & Kozel) and on trends in higher education (Olds & Ho). As noted, CSEAS also maintains an interactive website that provides information on events and activities, degree programs, fellowships, career opportunities, faculty research, library and online resources.



**9.C.2. Proposed Initiatives for 2018-22.** CSEAS will continue its successful programs that target all these constituents; moreover, we will continue to pursue our responsive engagements with all varieties of media, confident that our faculty and staff are fully prepared to serve as effective interpreters and analysts of the changing religious, social, political, economic, and environmental conditions in SE Asia. We will also continue collaboration with IRIS-Outreach in a wide range of community-based programs and activities, in particular our participation with the local Urban League's popular South Madison International Community Night held every spring semester.

## **10. FLAS SELECTION CRITERIA AND PROCEDURES**

CSEAS supports 5 FLAS languages during the AY and an additional 3 during the summer at SEASSI; 7 of these are strategic languages (Burmese, Filipino, Indonesian, Khmer, Lao, Thai, & Vietnamese) and the 8th (Hmong) is the largest Asian heritage language in the Wisconsin-Minnesota area. In 2014-18, CSEAS annually offered 7 graduate and 2 undergraduate AY FLAS awards, and 7 in the summer (all for SEASSI). All AY graduate student FLAS awards (28 from 38 offers) were selected from 30-40 high-quality applicants per year; 3 of 8 undergraduate awards (from 18 applicants) were made per year (all to advanced-level students), with unspent AY funds transferred to SEASSI to support qualified summer students. In 2014-18, CSEAS's FLAS awards were to students in varied fields of study, with an effort to reach under-represented groups (10 from 38 offers) and students at the advanced level (18 of 38 offers). During the 4 summers of 2014-17, 186 FLAS awards were offered to students at SEASSI (total enrollment: 369), with FLAS recipients comprising 30% of students attending the summer institute; 20% of these awards were to students at advanced levels. In this application, CSEAS requests the same number of annual AY awards (7 for graduate & 2 undergraduate students) but seeks an increase from 7 to 10 for SEASSI.

AY FLAS fellowships at UW are administered by CSEAS with the assistance of the IRIS Awards Office, which maintains financial records and coordinates publicity; evaluation and

selection of awardees are administered by the CSEAS Fellowships Committee. Since 2010, FLAS application is via a secure online system accessible to CSEAS evaluators; applications are available in October, with an early February deadline, and notifications made in mid-March. Fellowships are advertised widely on the CSEAS website, in all L&S and professional school departments, and by the Graduate School and IRIS; all applicants to CSEAS's MA program are routinely encouraged to apply. Data from SWEPT (see Table 3.2) indicate that less than 20% of undergraduates surveyed (2016) were aware of FLAS fellowships; these data have led to increased efforts to devise better methods of communication with undergraduates, including contacts through social media networks.

The CSEAS Fellowships Committee is a rotating body consisting of 4 core faculty from different disciplines and country specialties in order to insure broad representation. Each member ranks applicants based on the following criteria: 40% on academic record (transcripts, GRE scores, & 3 recommendations); 40% on the appropriateness of language study as outlined in the statement (with preference for intention to reach advanced proficiency & for MA applicants with a stated preference for a career in government service); 10% on the degree to which the applicant can demonstrate financial need; and 10% for applicants coming from an under-represented group. Recipients cannot be native speakers or fluent in the language studied, and all are required to take at least one additional area course each semester during the award period.

Financial need is determined by the student's expected family contribution (EFC) as indicated by the Free Application for Federal Studies Aid (FAFSA). Applicants will be advised to complete the online FAFSA and to report their EFC score on their application form; the EFC will later be confirmed by UW's financial aid office. Applicants will also be encouraged to indicate if they are from an under-represented group, which is already indicated for applicants to the Graduate School. During summers (for SEASSI), FLAS applicants are also assessed according to the above selection criteria. UW students applying for summer FLAS awards are

ranked by the CSEAS Fellowships Committee, while at-large (non-NRC) applicants are ranked by a 3-person committee composed of recognized SE Asian scholars from non-NRC institutions.

## **11. MEETING COMPETITIVE PRIORITIES**

CSEAS will meet all the NRC and FLAS priorities in the next 4 years.

**NRC Absolute Priority 1.** (1) As clearly outlined in our attached statement, CSEAS programs and activities will continue to reflect diverse perspectives and a wide range of views that generate debate on SE Asia and its international relations; this will be accomplished through careful attention to the selection of speakers and materials from multidisciplinary and politically and culturally diverse perspectives, and through continuing to emphasize open discussion at all activities. (2) Based on careful assessments of past outcomes, CSEAS will focus on the expansion of our AY training programs (BA, MA and certificate in SE Asian Studies) and AY and summer language programs (especially SEASSI & IFLI) to encourage students to pursue careers in government services, while continuing to promote careers in education, business, and non-profit sectors. See Sections 1, 3, 6, 7, & 8.

**NRC Absolute Priority 2.** CSEAS will meet this priority in 2 distinct areas of our programming, in particular: (1) offering 4 workshops aimed at improving the quality of SE Asian language instruction and working to professionalize and strengthen this field of instruction in the U.S. (see Secs 1, 3 & 7.D.1-4); and (2) convening 7 K-16 in-service and pre-service teacher-training workshops aimed at providing curriculum focused on SE Asia. See Sections 9.A2-1-4 & 9.B2-1-3.

**NRC Competitive Preference Priority 1.** This priority will be met by 4 innovative and sustainable post-secondary collaborations: (1) the partnership with CMN, a formal Wisconsin-based MSI (see 9.B.2-1); (2) the Passport Program with Madison College, Wisconsin's largest community college (see Sec 9.B.2-2); (3) the Global Connections K-12 in-service and pre-service initiative with 4 Title III and Title V colleges (Sec 9.A2-2); and (4) the collaboration with

Chippewa Valley Technical College to plan and implement overseas teacher training in Thailand and curriculum development in collaborating K-16 institutions (see Sec 9.B,2-3).

**NRC Competitive Preference Priority 2.** This priority will be met by 2 major initiatives: (1) the Globalizing Education initiative to offer international perspectives and SE Asia content through 3 linked courses (a FIG) for UW undergraduates planning teaching careers and participation in a pre-service teacher-training summer seminar organized by UW's School of Education (see 9.A.2-3); and (2) the Global Connections program with education departments at 4 Wisconsin institutions aimed at providing SE Asia content for students in the pre-service teacher programs of these colleges. See Section 9.A.2-2.

**FLAS Priorities.** CSEAS will meet both FLAS competitive preference priorities by (1) prioritizing financial need for FLAS fellowship applicants (see Sec 10) and (2) by awarding at least 85% (16 of 19) of the requested number of AY and summer FLAS fellowships to students taking strategic SE Asian languages (Filipino, Indonesian, Thai, & Vietnamese in AY and Burmese, Khmer, & Lao in the summer at SEASSI). See Section 10.

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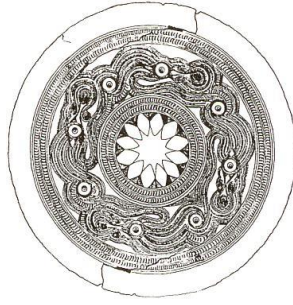
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## **INDEX TO MISCELLANEOUS ATTACHMENTS**

The documents included in this file are in the following order:

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2. Table of Contents for Narrative (1 page)
3. Appendix A - Bio Profiles for Faculty/Staff and Consulting Personnel (26 pages)
4. Appendix B – CSEAS Courses Offerings & Enrollments, 2016-2019 (6 pages)
5. Appendix C – CSEAS Performance Measure Forms (6 pages)
6. Appendix D - Letters of Support for CSEAS Projects (6 pages)
7. NRC Profile Sheet (1 page)
8. Statement on Diverse Perspectives & Areas of National Need (2 pages)
9. Descriptions of Positions Requested in the CSEAS Proposal (4 pages)

## LIST OF ABBREVIATIONS FOR NARRATIVE

AAE	Agricultural and Applied Economics, Department of (UW)
AAS	Association for Asian Studies
ACTFL	American Council for the Teaching of Foreign Languages
AIFIS	American Institute for Indonesian Studies (AORC, Indonesia)
ALC	Asian Languages and Cultures, Department of (UW)
ASAS	Area Studies Alumni Survey (SWEPT, UW)
AY	Academic Year (UW: Fall & Spring semesters)
BTAA	Big Ten Academic Alliance (Big Ten Plus consortium)
CALS	College of Agriculture and Life Sciences (UW)
CET	CET Academic Programs (Washington DC-based study abroad organization)
CIEE	Council for International Educational Exchange (NY-based study abroad organization)
CIES	Council for International Exchange of Scholars (State Department)
CKS	Center for Khmer Studies (AORC, Cambodia)
CLS	Critical Languages Scholarship (State Department program in Indonesia)
CMN	College of Menominee Nation (Wisconsin)
CORMOSEA	Committee on Research Materials for Southeast Asia (AAS)
COTI	Consortium for the Teaching of Indonesian (Fulbright GPA program)
COTS	Council on Thai Studies (UW-NIU-Ohio U consortium)
COTSEAL	Council of Teachers of Southeast Asian Languages (national organization)
CSEAS	Center for Southeast Asian Studies (UW)
DCLCP	Defense Critical Language & Culture Program, U of Montana (Defense Dept)
DL	Distance Language
FIG	First-year Interest Group (UW undergraduate program of 3 linked courses)
GHI	Global Health Institute (School of Medicine & Public Health, UW)
GLOWS	Global Learning Outcomes at Wisconsin Survey (SWEPT, UW)
IAP	International Academic Programs (ID, UW: Study Abroad Office)
IB	International Business, Department of (Business School, UW)
ID	International Division (UW)
IES	Institute for Environmental Studies, Gaylord Nelson (UW)
IFLI	Indonesian Flagship Language Initiative (NSEP/Boren program at UW)
IIP	International Internships Program (ID, UW)
IRIS	Institute of Regional and International Studies (ID, UW)
IS	International Studies (Undergraduate degree program, UW)
L&S	Letters and Sciences, College of (UW)
LCTL	Less Commonly Taught Language
LI	Language Institute (L&S, UW)
LRC	Language Resource Center (US Dept of Education program)
NIU	Northern Illinois University (DeKalb, IL)
NSEP	National Security Education Program (Defense Dept)
NUS	National University of Singapore
PHS	Population and Health Sciences (Medical School, UW)
SAIL	Study Abroad in Laos (Center for Lao Studies, San Francisco)
SEAC	Southeast Asia Council (AAS)
SEAiT	Southeast Asia Images and Texts (UW Library digital resource)
SEALC	Southeast Asian Language Council (NRC+ consortium, with COTSEAL)
SEASSI	Southeast Asian Studies Summer Institute (CSEAS, UW)
SWEPT	Standardized Wisconsin Evaluation Program for Title VI (UW)
UW	University of Wisconsin-Madison
VHP	Vietnam Health Project (UW)
WDPI	Wisconsin Department of Public Instruction
WISLI	Wisconsin Intensive Language Institute (IRIS, UW)
WLR	Wisconsin Language Roadmap Initiative (LI Flagship, UW)

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# APPENDIX A

## BIO-PROFILES OF FACULTY/STAFF AND CONSULTING PERSONNEL CENTER FOR SOUTHEAST ASIA STUDIES, UNIVERSITY OF WISCONSIN-MADISON

### 1. CORE FACULTY AND TEACHING STAFF (see Section 2.A)

**Core Faculty** (24) teach major SE Asia content courses, supervise degree work for undergraduate majors and graduate students in SE Asian studies, and conduct much of their primary research and writing on SE Asia; included here is the SE Asia librarian, who plays a critical role in advising faculty and students on research projects and course development.

**Core Teaching Staff** (5) serve as critical SE Asian language instructors (both senior lecturers & advanced teaching assistants) and as visiting professors (2016-18) engaged in teaching SE Asia content courses; all play a significant role in broadening the intellectual environment for the study of SE Asia at our university. Each of these faculty members has a full bio-profile below.

### 2. CONSULTING FACULTY AND AFFILIATED SCHOLARS (see Section 2.A)

**Consulting Faculty** (23) constitute an important support group for SE Asian studies; as UW faculty members, all advise and/or serve on MA and PhD theses committees of our students, and most teach courses with SE Asia content (at least 25%) in their disciplines and/or conduct collaborative research with our core faculty; included here are critical emeritus professors who continue to work with students, collaborate on faculty research projects, and actively participate in CSEAS activities and programs; among the consulting faculty are 2 SEASSI language coordinators, each of whom has made and continues to make major contributions to our program throughout the year.

**Affiliated Scholars** (12) represent major SE Asian specialists at universities within our region who frequently interact with our students and faculty, present lectures on campus, serve as external members of MA and PhD thesis committees and/or advise on student research projects, and are important resources for outreach activities throughout the region. Each of these scholars has an abbreviated bio-profile below.

### 3. CSEAS ADMINISTRATIVE STAFF (see Section 2.B)

**PLEASE NOTE:** Foreign Language Competence is evaluated according to the following scale:

- 5 = fluent
- 4 = excellent
- 3 = good
- 2 = fair
- 1 = poor

## 1. CORE FACULTY AND TEACHING STAFF

### CSEAS DIRECTOR

**MCCOY, ALFRED W.** (100% SE Asia concentration)

Harrington Professor of History (tenured), Department of History (since 1989)

Director, Center for Southeast Asian Studies, 1994-97; 2016-18

PhD (1977), History, Yale U; MA (1969), U of California Berkeley; BA (1968), Columbia College

**LANGUAGES:** Hiligayon (Visayan-Filipino) - 4; Tagalog – 2; French – 3; Spanish – 3 (reading)

**RESEARCH/TEACHING SPECIALIZATIONS:** Specializes in economic, social, & political history of the Philippines since the 19th century, political economy of global heroin trade, with an emphasis on SE Asia, colonial origins of global police & surveillance systems, & the changing geo-political situation in the Asia-Pacific Region; since 2004 (with F. Scarano & J. Fradera) has explored the “Transitions & Transformations in the US Imperial State,” with emphasis on the Philippines, including convening four international conferences: Madison (2006), Manila (2007), Sydney (2008), & Barcelona (2010); editor & author of three seminal works in Philippine studies: *Philippine Social History* (with E. de Jesus, 1982), *An Anarchy of Families* (1994, revised edition 2009), & *Lives at the Margin* (2000); regularly teaches core courses on SE Asian history (Hist 458, 600, 755) & the popular *Vietnam Wars* gateway course (Hist 319); since 2000 has chaired 12 doctoral dissertations in History & 15 MA committees in SE Asian Studies; currently supervising 5 doctoral students in SE Asian history.

**FIELD AND PROFESSIONAL EXPERIENCE:** Long residence & research in the Philippines (since 1972), with strong & continuing affiliations with the U of the Philippines (especially the Third World Studies Center), the Ateneo de Manila U, & a wide variety of government & non-government organizations; additional travel & research in Vietnam, Laos, & Indonesia (since 1971); invited to brief outgoing US ambassadors to Philippines at the US Department of State (2006, 2010); editorial board member: *Crime, Law & Social Change, Philippine Studies*, Yale SE Asia Monograph Series; Senior Editor, SE Asia series, UW Press; external reviewer, SE Asia Program, Cornell U, 2009; in 2001 was awarded the G. Goodman Prize in Philippine Historical Studies, Association for Asian Studies; in 2011 his book, *Policing America's Empire*, won the G. Kahin Prize, awarded by the Southeast Asia Council (AAS); Wertheim Memorial Lecture, Amsterdam U, 2010; recipient of Wilbur Cross Medal, Yale U, 2012; was the keynote speaker at the 40th anniversary commemoration of the Third World Studies Center at the U of the Philippines (2/2017) & at the international conference on “Illicit Economies & Development,” at the U of London (4/2018).

### SELECTED RECENT PUBLICATIONS:

\*\* *In the Shadows of the American Century: The Rise & Decline of U.S. Global Power* (Haymarket, 2017).

\*\* “Philippine Populism: Local Violence & Global Context in the Rise of a Filipino Strongman,” *Surveillance & Society* 15 (3/4) 2017.

\*\* “Formación de élites y revolución social en las Filipinas del siglo XIX: la sociedad de plantación de las Visayas Occidentales” in *Filipinas, Siglo XIX: Coexistencia é Interacción entre Comunidades en el Imperio Español*, ed by MD Elizalde & X Huetz de Lemps. Madrid: Polifemo, 2017.

\*\* “Circles of Steel, Castles of Vanity: The Geopolitics of Military Bases on the South China Sea,” *Journal of Asian Studies* 75 (4) 2017.

\*\* “A Tale of Two Families: Generational Succession in Filipino & American Family Firms,” *TRaNS* 3(2) 2015.

\*\* *Endless Empire: Spain's Retreat, Europe's Eclipse, America's Decline* (co-ed with J. Fradera & S. Jacobson) (UW Press, 2012).

\*\* *Policing America's Empire: The United States, the Philippines, & the Rise of the Surveillance State* (UW Press, 2009).

\*\* *Colonial Crucible: Empire in the Making of the Modern American State* (co-ed with F. Scarano) (UW Press, 2009).

\*\* *The Politics of Heroin* (Lawrence Hills Books, 3rd revised edition, 2003).

\*\* *Closer than Brothers: Manhood at the Philippine Military Academy* (Yale U Press, 1999).

**ASHMUN, LARRY F.** (100% SE Asia concentration)

Distinguished Senior Librarian, SE Asia Bibliographer, University Library (permanent; since 2001)  
MA (1982), Information/Library Science, Northern Illinois U; BA (1968), Philosophy, Beloit College

**LANGUAGES:** Thai - 5; Lao - 4; Indonesian - 3; Vietnamese - 2; Hmong - 2

**CAREER SPECIALIZATIONS:** Library & information science, information technology, with specialization on SE Asia; previous employment: Echols Collection, Cornell U Library & Hart Collection, NIU Library; K-12 Asian curriculum specialist, Asia Society (TeachAsia Project, 1996-2000); editorial consultant for educational textbook, *Laos* (Cobblestone Publishing, 2000); SE Asia consultant for UW Library's 2 access grants from US Department of Education TICFIA (Digital Asia Library & Portal to Asian Internet Resources); curator for 2 major UW collections: Fr. Ives Bertrais Hmong Collection & Joel Halpern Laotian Digital Slide Collection; supervises UW's SEAIT digital initiative; works closely with faculty & students on research & course-related projects; convenes library workshops for SEASSI & CSEAS's K-16 teacher-training programs.

**FIELD AND PROFESSIONAL EXPERIENCE:** Residence & employment in Thailand: 1969-72 (Peace Corps) & 1972-80, 1990-96, 2000-01 (professional employment); research & consultation in Laos, 1990-91; traveled widely in other parts of SE Asia, especially Cambodia, Burma, Indonesia; freelance field agent for Library of Congress (Thailand) & archivist at Payap U; CRL consultant for Thai National Collection; strong affiliations with Payap, Chiang Mai & Thammasat Universities; active member of CORMOSEA, SEAM, & Thai, Lao, Cambodia Study Committee (AAS); CIES Fulbright Fellow to Thammasat U Libraries (2012).

**SELECTED PUBLICATIONS:**

\*\* South East Asian Images & Texts: Project at the University of Wisconsin-Madison" *Trans-Asia Photography Review* 3(1), Fall 2012 (online resource)

\*\* *Strategies for K-12 Professional Development: The TeachAsia Experience* (co-edited with J. Johnson). NY: The Asia Society, Education Division, 2001.

**BAIRD, IAN G.** (75-100% SE Asia concentration; on leave 2016-17)

Associate Professor (tenured), Department of Geography (since 2010).

PhD (2008) and MA (2003), Geography, U of British Columbia; BA, Geography (2000), U of Victoria.

**LANGUAGES:** Thai - 5; Lao - 5; Brao - 5 (spoken only); Khmer - 2 (spoken only).

**RESEARCH/TEACHING SPECIALIZATIONS:** Research focus on political ecology & upland agricultural practices in the highlands of SE Asia, with extensive work in Thailand, Laos, & Cambodia (especially among the Brao); research on resistance & rebellions in Laos, before & after 1975, with emphasis on the Hmong, Khmu, & Lao; strong institutional links with Chiang Mai & Ubon in Thailand & Lao National U; co-investigator for NASA-funded project (2013-15), "Forest, Agricultural, & Urban Transitions in Mainland SE Asia: Synthesizing Knowledge & Developing Theory;" has published scores of articles & book chapters in the past decade; teaches core SE Asia courses on political ecology of SE Asia & on environment, development, & society in the Asia-Pacific region (Geog 337, 358, 557, 930); currently supervises 7 PhD students in Geography & 3 MA students in SE Asia and Environmental Studies.

**FIELD AND PROFESSIONAL EXPERIENCE:** Over 26 years of research & residence in Thailand, Laos, & Cambodia, with extensive experience with NGOs in agricultural, environmental, & fisheries development work in Laos & Cambodia; since 1999, principal member of Global Association for People & the Environment (GAPE: NGO based in Pakse, Lao PDR & Victoria, BC); Co-Director (since 2010), UW's Hmong Studies Consortium (with U Minnesota) & convener of 3 international Hmong Studies conferences (UW, 2011, 2015; Chiang Mai 2017); board member, Center for Lao Studies & editorial board of *J of Lao Studies*; convener of 4th International Lao Studies Conference (UW, 2012); research affiliate with UW's Institute for Environmental Studies; member faculty committees for Asian American Studies & Asian Languages & Cultures.

**SELECTED RECENT PUBLICATIONS:**

\*\* "Party, state, & the control of information in the Lao People's Democratic Republic: secrecy, falsification & denial" *J of Contemporary Asia*, Online, 2018.

\*\* "Champassak royal sacred Buddhist images, power & political geography. *South East Asia Research*, Online, 2017.

\*\* Biography & borderlands: Chao Sone Bouttarabol, a Champassak Royal & Thailand, Laos & Cambodia," *TRaNS: Trans-Regional and -National Studies of SE Asia*, 5(2) 2017.

\*\* "The political ecology of cross-sectoral cumulative impacts: modern landscapes, large hydropower dams & industrial tree plantations in Laos & Cambodia" (with K Barney), *J of Peasant Studies* 44(4), 2017.

\*\* Resistance & contingent contestations to large-scale land concessions in southern Laos & northeastern Cambodia," *Land* 6(16), 2017.

**BARNARD, ERLIN SUSANTI** (100% SE Asian concentration)

Distinguished Faculty Associate, Department of Asian Languages & Cultures (permanent; since 2003)

PhD (2004), Leeds Metropolitan U (UK), Second Language Acquisition; MA (1989), 2nd Language Study, U of Hawaii; Sarjana (1986), TESL, Institute of Teacher Training & Education, Malang, Indonesia

**LANGUAGES:** Native speaker of Indonesian; Javanese - 4; Chinese - 3

**RESEARCH/TEACHING SPECIALIZATIONS:** Second-language acquisition & instructional pedagogy; over 25 years of experience in designing & implementing teaching materials for Indonesian & teaching & coordinating language instructional programs; co-author of *Nah, Baca! Authentic Indonesian Readings* (2 vols, NLRC, Hawaii, 1997); author of 2 main articles, including "Fundamentals of Language Teaching Methods," for *National Online LCTL Teacher Training Initiative* (UW-Madison, Language Institute, 2009; supervises all SE Asia languages taught in ALC & teaches Advanced Indonesian in the academic year.

**FIELD AND PROFESSIONAL EXPERIENCE:** Native of Indonesia, with regular contact; Indonesian Lecture, U of Hawaii, 1986-94; Instructor, Advanced Indonesian Abroad (COTI), Summers 1985-1986 & at SEASSI, 1987-89; Indonesian Program Director, Office of Continuing Education, National U of Singapore, 1994-2002; Coordinator Indonesian & Javanese at SEASSI 2000; Testing Specialist, SE Asian Ministers of Education Organization, Singapore, 1999-2002; UW Chancellor's Award for Excellence in Service, 2012; national coordinator for UW-Madison/COTSEAL-sponsored workshops on SE Asian language pedagogy, 2014-18; recipient of Satya Abdi Budaya (Lifetime Dedication Award) from Indonesian Government, 2017; recipient of Mellon Collaborative Partner Grant, U of Chicago, since 2017; as SLA consultant for US-Indo Summer Studies Program at U of Sanata Dharma (conducted 2-day teachers workshop, 2018); member of 4-person steering committee of SE Asian Language Council, launched in 2018 at AAS.

**SELECTED RECENT PUBLICATIONS:**

\*\* *Let's Speak Indonesia: Ayo Berbahasa Indonesia!* (with E. Rafferty), 2 vols. (U of Hawaii Press, 2014).

\*\* *Ayo Membaca! Indonesian Reading Lessons* (with E. Rafferty) (CSEAS, UW-Madison, 2013: <seasia.wisc.edu>).

\*\* "Improving Reading Proficiency via Interactive Online Lessons" (with E. Rafferty). *Electronic J of Foreign Language Teaching* (National U of Singapore) 9(1), 2012.

**BOWIE, KATHERINE A.** (75-100% SE Asia concentration; on leave 2017-2018)

Professor (tenured), Department of Anthropology (since 1988); Director, CSEAS, 2001-02; 2011-14

MA (1981) and PhD (1988), Anthropology, U of Chicago; BA (1972, Honors), Stanford U

**LANGUAGES:** Thai - 4; German, French - 3; Latin & Sanskrit - 2

**RESEARCH/TEACHING SPECIALIZATIONS:** Specializes in peasant history, political economy, social movements, & Buddhism in Thailand & Laos; translator of short stories of Samruan Singh, *Voices from the Thai Countryside* (2002 edition), a widely used text for Asian & Third World literature classes; seminal monograph, *Rituals of National Loyalty: An Anthology of the State & the Village Scout Movement in Thailand* (Columbia, 1997); teaches core courses in Anthropology (330, 350 & 950, including 104, with considerable SE Asia content); since 2000, served on 52 MA & PhD thesis & dissertation committees in SE Asian Studies (MA), Anthropology, History, Geography, & Development Studies; currently supervises 10 PhDs in Anthropology.

**FIELD AND PROFESSIONAL EXPERIENCE:** Over 30 years of regular contact & more than a decade of residence in Thailand; strong institutional linkages with Chiang Mai, Khon Kaen, & Thammasat Universities; leading organizer of Council on Thai Studies (since 1995); IIE Fulbright National Screening Committee (2007-10); member of international Theravada Civilization Project (since 2013); Senior Editor, SE Asia series, UW Press; Benda Prize Selection Committee, AAS (2001-04); President of Midwest Conference on Asian Affairs (2010-11); Elected President of AAS, 2017-18.

**SELECTED RECENT PUBLICATIONS:**

\*\* *Of Beggars & Buddhas: The Politics of Humor in the Vessantara Jataka in Thailand* (UW Press, 2017).

\*\* "The Saint with Indra's Sword: Khruubaa Srivichai & Buddhist Millenarianism in Northern Thailand" *Comparative Studies in Society & History*, 56(3), 2014.

\*\* "Buddhism & Militarism in N. Thailand: Solving the Puzzle of Saint Khruubaa Srivichai" *J of Asian Studies*, 73(3) 2014.

\*\* "Women's Suffrage in Thailand: A Southeast Asian Historiographical Challenge," *Comparative Studies in Society & History*, 52(4), 2010.

\*\* "Vote Buying & Village Outrage in an Election in Northern Thailand: Recent Legal Reforms in Historical Context" *J of Asian Studies*, 67(2), 2008.

\*\* "Standing in the Shadows: Of Matrilocality & the Role of Women in a Village Election in Northern Thailand" *American Ethnologist*, 35(1) 2008.

**CHAN, SHELLY** (25-50% SE Asia concentration)

Associate Professor (tenured), Department of History (since 2011)

Director, Center for East Asian Studies (since 2017)

PhD (2009) and MA (2005), History, U California-Santa Cruz; MA (2003), History; BA (1999), History & Political Science, U British Columbia

**LANGUAGES:** Chinese - 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Historian of China, with emphasis on Chinese migration & diasporas (especially as reflected in “moments” of global connections) in the Asia-Pacific region; research on Asian transnational & global processes & Chinese mass emigrations of the late 19th & first half of the 20th centuries, with emphasis on encounters with circuits of colonialism, capitalism, & imperial intrusions, including SE Asia; additional research on changing patterns of overseas Chinese interaction with post-1949 China, with emphasis on “diasporic spaces” in China as reproduced through museums, forms of popular culture, & other “projects” related to global, regional, & local processes in China; current research on Malaysia-Singapore; enrolled in Indonesian at SEASSI 2018; regularly teaches course on Chinese Migrations since 1500 (Hist 276, with over 30% SE Asia content) & the graduate seminars on Diaspora & Transnationalism & Asian Migration & Diaspora (Hist 706); currently supervised 2 PhD students & 1 MA in SE Asia Studies.

**FIELD AND PROFESSIONAL EXPERIENCE:** Previously Assistant Professor, Pacific & Asian Studies, Victoria University, 2009-11; considerable research in Chinese archives (Guangzhou & Hong Kong); preliminary research begun in Singapore (2013-14); since 2013, research funded by ACLS-Luce China Studies Postdoctoral Fellowship & UW Graduate School; Resident Fellow, Institute for Research in the Humanities, UW, Fall 2014; will launch research in Singapore in Spring 2019.

**SELECTED RECENT PUBLICATIONS:**

\*\* *Diaspora's Homeland: Modern China in the Age of Global Migration*. (Duke U Press, 2018).

\*\* “The Case for Diaspora: A Temporal Approach to Chinese Communities in Global Context” *J of Asian Studies*, 73, 2014.

\*\* “The Disobedient Diaspora: Overseas Chinese Students in Mao’s China, 1958-1966” *The J of Chinese Overseas*, 11/2014.

\*\* *A Maidservant of the Revolution: He Xiangning & Chinese Feminist Nationalism in the 1920s-1930s* (Chinese U of Hong Kong: Institute of Asia-Pacific Studies, no. 185, 2007).

**CHOY, PEGGY** (25-50% SE Asia concentration: on leave 2017-18)

Associate Professor (tenured), Dance Program, School of Education & Asian American Studies (since 2009)

MFA (2006), UW-Milwaukee; MS (1983), Urban/Regional Planning, UW-Madison, 1983; MA (1982), SE Asian Studies, U of Michigan; BA (1970), Anthropology, Reed College

**LANGUAGES:** Indonesian - 4, Javanese - 3; Korean - 2

**RESEARCH/TEACHING SPECIALIZATIONS:** Specialist on Indonesian forms of artistic expression in performing arts, especially dance, performance techniques & genres of Java & Bali; Korean & modern dance performance; for 20 years (until 2009) served as CSEAS Outreach Coordinator; directed & choreographed annual Javanese dance performance in collaboration with UW Javanese Gamelan Ensemble (since 1983); published on Indonesian *Ramayana* & *Golek* Dance in Java; teaches Javanese Performance Repertory (Dance 421) & other dances courses; principal investigator & choreographer of *Women of the Scared Earth* (performance & workshop), 2006-07.

**FIELD AND PROFESSIONAL EXPERIENCE:** Studied dance & performing arts of Indonesia; frequent stays to Indonesia in the past 30 years; long-standing association with Indonesia performing artists, especially in central Java & Jakarta; regularly invited to perform in US & overseas, including Penang, Malaysia & Jakarta (at Utan Kayu in May 2001); recipient of Virginia Horne grant for “Women & Performance in Cross-Cultural Perspective” (2008-09); conducted Javanese dance workshops & performances at Kintari Foundation, Prague (2012); since 2009, directs Peggy Choy Dance Company; recent emphasis on teaching & choreography relating to current interpretations of Asian American issues through movement.

**SELECTED RECENT PUBLICATIONS:**

\*\* “Anatomy of a Dancer: Place, Lineage & Liberation” *Amerasia Journal*, 26(2), 2000: reprinted *Asian Settled Colonialism*, ed by C. Fujikane & J. Okamura (Hawaii Press, 2008).

\*\* “Dancing Outside the American Dream: History & Politics of Asian Dance in American” *Movement Research Performance Journal*, 1992; reprinted in *Legacy of Liberation*, ed by Fred Ho, et al (Edinburgh: AK Press, 2000)..

**COXHEAD, IAN A.** (50-75% SE Asia concentration; on leave: 2017-18)

Professor (tenured), Department of Agricultural & Applied Economics (since 1991; Chair, 2012-17)

Director, Center for Southeast Asian Studies, 2002-05; Director, Wisconsin Energy Center, 2016-17.

PhD (1990) and MA (1984), Economics, Australian National U; BA (1981, Honors), History, U of New South Wales

**LANGUAGES:** Tagalog - 3, Thai - 2, Vietnamese - 2; French - 2

**RESEARCH/TEACHING SPECIALIZATIONS:** Research on income distribution, economic & agricultural development, & interactions among trade, economic policy, & environment in SE Asia, with strong concentrations on Philippines, Thailand, Laos, Indonesia & Vietnam; current research on capacity building in Vietnam's transitional economy, with emphasis on agricultural & labor sectors; principal investigator for Luce Foundation-funded international conference (Bangkok, 2013) to prepare *Handbook on SE Asian Economics* (see below); teaches core course on SE Asia economic growth (AAE/Econ 473); Chair, UW's Development Studies Doctoral Program (2004-09); works with MA & PhD students concentrating on economies of SE Asia, including 10 PhD dissertation committees (AAE) since 2005; also supervises students in MA in SE Asia Studies.

**FIELD AND PROFESSIONAL EXPERIENCE:** Extensive fieldwork in Philippines, Thailand, Vietnam & Indonesia; strong institutional links (government, NGOs, & academic) across SE Asia; Visiting Professor, Thammasat (1996-97); USAID-funded research in Philippines (2002-06); since 2005, major research on Vietnam with links to ministries of labor & agriculture (2009-13); major presenter in 2-day briefing of Indonesia's Ministry of Finance, 2014; member editorial board: *Philippine J of Development & Land Economics*; Associate Editor, SE Asia series, UW Press.

**SELECTED RECENT PUBLICATIONS:**

\*\* Editor: *Handbook of Southeast Asian Economics* (Routledge, 2014); including articles: "Introduction: SE Asia's Long Transition;" "Lucky Countries? Internal & External Sources of Growth in SE Asia" (with T. Phung); & "Education in SE Asia: Investments, Achievements, & Returns" (with D. Phan).

\*\* "Princelings & Paupers: State Employment & the Distribution of Human Capital Investments among Vietnamese Households" (with D. Phan), *Asian Development Review*, 30(2), 2013.

\*\* "Are Carbon Taxes Good for the Poor? A General Equilibrium Analysis for Vietnam" (with Anan W & Nguyen VC), *World Development*, 59(1), 2013.

\*\* "The Rise of China & India & the Commodity Boom: Economic & Environmental Implications for Low-Income Countries" (with S Jayasuriya), *The World Economy*, 33(4), 2010.

\*\* "Prospects for Skills-Based Exports in Resource-Rich Developing Economies: Indonesia in Comparative Perspective" (with M Li), *Bulletin of Indonesian Economic Studies*, 44(2), 2008.

**CULLINANE, MICHAEL** (100% SE Asia concentration)

Distinguished Faculty Associate, CSEAS & Department of History (permanent; since 1991)

PhD (1989), History, U of Michigan; MA (1969), SE Asian Studies, Ohio U; BA (1966), History, UC Santa Barbara.

**LANGUAGES:** Cebuano/Visayan - 4, Tagalog - 2, Spanish - 3 (reading)

**RESEARCH/TEACHING SPECIALIZATIONS:** Extensive research on Philippine social, political, & demographic history; over 30 years teaching experience & administering SE Asia programs; author of *Ilustrado Politics: Filipino Elite Response to American Rule* (Ateneo 2002); teaches two SE Asia core courses: Hist 244 (crosslisted in 5 departments) & Hist 246 (crosslisted in 3 departments); undergraduate & graduate advisor for all SE Asian Studies programs.

**FIELD AND PROFESSIONAL EXPERIENCE:** Over 30 years of association with Philippines; 8 years of residence, including Peace Corps (1966-68); traveled widely in other parts of SE Asia; CIES Fulbright Senior Research Grant to Philippines (Summer 2008); declared "Adopted Son of Cebu" by Cebu City Council, 2015; strong institutional links with U of San Carlos (Cebu) & Ateneo de Manila U; SEASSI Director (1984-85, 1994-95, since 2000); Chair, Philippine Studies Group (AAS, 1984-89); elected member SEA Council of AAS (1998-2001); Associate Editor, SE Asia Series, UW Press (since 2005); Co-editor, SE Asia Reviews, *J of Asian Studies* (2014-18); recipient of Distinguished Service Award at UW, 2015; recipient of Grant Goodman Prize for Philippine Historical Studies, Philippines Studies Group, AAS, 2017.

**SELECTED RECENT PUBLICATIONS:**

\*\* "Transformándose en Filipinos: los Mestizos Chinos de Cebú, 1770-1850" in *Filipinas, Siglo XIX: Coexistencia é Interacción entre Comunidades en el Imperio Español*, ed by MD Elizalde & X Huetz de Lemps. Madrid: Polifemo, 2017.

\*\* "A Time between Times: Situating the 1815 Uprising in Cebu." *Philippine Quarterly for Culture & Society*, 44, 2016.

\*\* *Arenas of Conspiracy & Rebellion in the Late 19th-Century Philippines* (Ateneo de Manila U Press, 2014).

\*\* *The Battle for Cebu (1899-1900)* (Cebu: U of San Carlos Press, 2014).

\*\* "Bringing in the Brigands: Politics of Pacification in the Colonial Philippines, 1902-1907" *Philippine Studies*, 57, 2009.

\*\* *Spotlight on Southeast Asia: Connections & Cultures*, ed. by J. Wilcox (NY: American Forum for Global Education, 2003); (secondary teacher guide, compiled with: B. Andaya, R. O'Connor, P. Zinoman)

**DINH THI HONG** (100% SE Asia concentration)

Senior Lecturer in Vietnamese, Department of Asian Languages & Cultures (since 2008)

BA (1988), English, U of Dalat; Certificate (2005), Teaching Vietnamese to Foreigners, Vietnamese Language Studies (Ho Chi Minh City).

**LANGUAGES:** Native speaker of Vietnamese - 5; French – 4.

**TEACHING AND PROFESSIONAL EXPERIENCE:** Native of Vietnam; obtained English teaching certificate (2004); taught English at Communication English College, Ho Chi Minh City, 2003-05 & at Nguyen Tat Thanh College, Ho Chi Minh City, 2006-07; taught Vietnamese to foreigners at Sai Gon Vietnamese Language Studies, Ho Chi Minh City, 2004-08; at UW: teaches 3 levels of Vietnamese during academic year & at SEASSI (2000, 2015-17), including distance instruction utilizing both simultaneous streaming (from her classroom) & through the use of iPads; coordinator of Vietnamese language instruction at SEASSI since 2017; active in GUAVA consortium (2008-11) & served as a member of the selection committee for the Vietnamese Advanced Study Institute (VASI); works closely with E. Barnard (ALC & COTSEAL) to develop & implement performance-based materials & proficiency testing standards for Vietnamese language courses; has written & piloted speaking materials for beginning level courses; in Fall 2018, entered the MA degree program in SE Asian Studies.

**GADE, ANNA** (50-75% SE Asia concentration; on leave: 2016-17)

Professor (tenured), Nelson Institute for Environmental Studies (since 2014) & Religious Studies (since 2010)

Previously: Professor, Department of Languages & Cultures of Asia (2010-14)

PhD (1999) and MA (1992), Religious Studies, U of Chicago Divinity School; BA, Mathematics, Swarthmore College

**LANGUAGES:** Indonesia - 4; Arabic - 4; Khmer - 3 (speaking); French - 4

**RESEARCH/TEACHING SPECIALIZATION:** Specializes in traditions of global Islam; Qur'an & Qur'anic studies; religious revitalization among Muslims of SE Asia (especially Indonesia); anthropological approaches to religion; current focus on global, cultural, historical, & religious responses to environmental change; early research culminated in the book *Perfection Makes Practice: Learning, Emotion & the Recited Qur'an in Indonesia* (Hawaii, 2004); major contributor to website on *Green Islam in Indonesia* (since 2011); teaches courses on Islam, all with at least 33% SE Asia content (ALC/Rel Stds 206, 370, 444), as well as "Environment & Religion" (IES 113, 270); works with undergraduate & graduate students on Islam & religions of SE Asia.

**FIELD AND PROFESSIONAL EXPERIENCE:** Research & residence in Indonesia: 1996-97; 2008-10, with annual research visits since 2010; also in Cambodia: 2004-05, 2006; Chair, UW's Religious Studies Program (2013-14); affiliations with Islamic institutions in Indonesia (Java) & the Khmer Studies Center; Associate Editor, *Journal of American Academy of Religion* (2006-10); Editorial Board, *Comparative Islamic Societies* (U Washington, 2003-); NEH Review Board, 2005; elected member of SE Asia Council, AAS, 2006-08; editorial staff of SE Asia series, UW Press.

**SELECTED RECENT PUBLICATIONS:**

\*\* "Smoke, fire, & rain: Islamic environmental ethics in the time of burning" in Piety, *Politics & Ethics in SE Asian Islam*, ed by R. Rozehnal. London: Bloomsbury Pub, 2018.

\*\* "Indonesian Islamic law of the environment: *Fatwa & Da'wa*" & [translator from Indonesian of] "Faiths from the Archipelago: action for environment & climate change," by F. Mangunjaya, et al. *Worldviews*, 19(2), 2015.

\*\* "Tradition & sentiment in Indonesian environmental Islam." *Worldviews*, 16(3) 2012; special issue, ed. with D. Johnston.

\*\* "Religious Biographies of the Prophet Muhammad in 21st-Century Indonesia," in: *Cambridge Companion to Muhammad*, ed. by J. Brockopp (Cambridge Press, 2010).

\*\* "Sunan Ampel of the Javanese Wali Songo," in *Tales of God's Friends: Islamic Hagiography in Translation*, ed. by J. Renard (U of California Press, 2009).

**GERAN, JEAN** (75%-100% SE Asia concentration)

Co-Director, STREETS, School of Human Ecology (since 2014).

PhD (2001) Development, Sociology & SE Asian Studies, UW-Madison; MS (1995) International Community Development, Michigan State U; BS (1989) International Management, Georgetown University.

**LANGUAGES:** Thai – 3; Lao – 2; Spanish – 2.

**RESEARCH/TEACHING SPECIALIZATIONS:** Extensive research on policy development & implementation; more recent emphasis on global human rights, human trafficking, child protection, refugees & migration; Research Assistant, UW Madison (1996-2000); PhD Dissertation, (2001): “Coping with Crisis: Social Capital & the Resilience of Rural Livelihoods in Northern Thailand;” Adjunct Professor, George Washington U (2007) & taught courses on international human rights advocacy; currently co-director of Social Transformations to End Exploitation & Trafficking for Sex (STREETS) at UW-Madison; also teaches IS 401, Emerging Human Rights Issues: East & SE Asia (Spring 2018 & Spring 2019), to be crosslisted with Public Affairs in UW’s La Follette School.

**FIELD AND PROFESSIONAL EXPERIENCE:** Long-time policymaker & analyst (2001-2014) on issues of human rights, migration, human trafficking, labor, child protection, democracy & governance at US Department of State, United Nations, National Security Council, Legatum Institute (London), & other organizations; visionary international leader of global initiatives & organizations to combat human trafficking & trafficking in children; Director for Human Rights, Child Protection & Global Policy at 4W Initiative at UW Madison; founder of nonprofit designed to combat trafficking & facilitate child protection (EACH, Inc, since 2010); Visiting Scholar, IRIS (2017-18).

**SELECTED RECENT PRESENTATIONS:**

\*\* “Juvenile Life Information Exchange Network (JULIEnet): A Data & Technology Collaborative to End Child Trafficking,” Panelist at Combating Child Trafficking & Supporting Survivors through Strategic Development, Center for Strategic & International Studies, Washington DC, 2016.

\*\* “Human Dignity in Concrete Terms: Measuring Impact & Wellbeing for Human Trafficking Survivors,” Co-sponsored conference & presented at Georgetown University, Washington DC, 2016.

\*\* “Right to Identity: Child Abandonment, Trafficking, Migration, & Protection,” Soffa Lecture, University of Wisconsin-Madison, 2014.

\*\* “Crimes Against Children: The Need for Greater Human Rights Advocacy in Asia,” Seminar, Waseda U, Tokyo, 2009.

**HABERKORN, TYRELL** (75-100% SE Asia concentration)

Associate Professor (tenured), Department of Asian Languages & Cultures (since Spring 2018)

PhD (2007) & MA (2003), Anthropology, Cornell U; BA (1999), Cultural Studies, U North Carolina

**LANGUAGES:** Thai – 5; Spanish – 3.

**RESEARCH/TEACHING SPECIALIZATIONS:** Leading scholar of modern Thai & SE Asian history with emphasis on political & social change, human rights, political thought & literature, & comparative politics of Asia; at Australian National University taught Human Rights in SE Asia & Asia, Democracy in Asia; Gender, War & Justice in South & SE Asia; at UW, teaches ALC 300 Social Movements in Asia; ALC 630, Human Rights in Asia, & Communism, Anarchism & Other Asian Lefts, all with over 50% SE Asia content; will start offering ALC 403 SE Asian Literature in Translation in Spring 2019.

**FIELD AND PROFESSIONAL EXPERIENCE:** Extensive residence & research in Thailand: 1999-2000, 2003-05, 2008, 2010, 2012-14, & regular shorter visits since 2014; Visiting Assistant Professor & Postdoctoral Fellow at Colgate University, 2007-2009; Associate Professor, Department of Political & Social Change, Australian National University, 2009-2017; visiting researcher Chiang Mai U (2003-05) & Chulalongkorn U (2013-14); Fellow at Radcliffe Institute for Advanced Study, Harvard University, 2014-2015; member & former Chair, SE Asia Council, Association for Asian Studies; American Historical Association; member of editorial and/or advisory boards of *Asian Studies Review*, *Journal of Human Rights & Peace Studies*, *SE Asian Studies Journal*.

**SELECTED RECENT PUBLICATIONS:**

\*\* *In Plain Sight: Impunity & Human Rights in Thailand*. U of Wisconsin Press. 2018.

\*\* “The Anniversary of a Massacre & the Death of a Monarch,” *J of Asian Studies* 76 (2), 2017.

\*\* “Engendering Sedition: Ethel Rosenberg, Daranee Charnchoengsilpakul, & the Courage of Refusal,” *positions: asia critique* 16 (2), 2016.

\*\* “A Hyper-Royalist Para-Politics in Thailand,” *Bijdragen tot de taal-, land-, en volkenkunde / Journal of the Humanities & Social Science of Southeast Asia* (special issue on Performing the State), 172(2-3), 2016.

\*\* “The Hidden Transcript of Amnesty: The 6 October Massacre & Coup in Thailand,” *Critical Asian Studies*, 47(1), 2015.

\*\* *Revolution Interrupted: Farmers, Studies, Law, & Violence in Northern Thailand*. U of Wisconsin Press. 2011.



**HANSEN, ANNE** (75-100% SE Asia concentration)

Professor (tenured), Department of History & Religious Studies Program (since 2014)

Previously, Professor, Languages & Cultures of Asia (2008-14); CSEAS Director, 2014-16.

MA (1993) and PhD (1999), Harvard U; M Div (1988), Harvard Divinity School; BA (1983), Philosophy, St Olaf College

**LANGUAGES:** Khmer - 4; Thai - 4; Pali - 4; French - 4

**RESEARCH/TEACHING SPECIALIZATIONS:** Specializes in history & development of Theravada Buddhism in South & SE Asia; Pali & Khmer Buddhist literature, narrative, & ethics; Buddhism & modernity; modern religious movements in SE Asia; Theravadin visual culture in SE Asia; current research on Buddhist reform movements in colonial Cambodia, & “painting ethics” in SE Asian Theravada Buddhism; teaches Hist/ALC/Rel Stds 308, Introduction to Buddhism; Hist 267, Asian Religions in Global Perspective; Hist 706, Transnational Religions & Social Justice Movement; Hist 438, Buddhism & Society in SE Asia; works closely with undergraduate & graduate students on wide range of studies of SE Asian religions & religious cultures, currently supervising 5 doctoral dissertation committees & 2 MA projects on SE Asia.

**FIELD AND PROFESSIONAL EXPERIENCE:** Resided & conducted research in Thailand & Cambodia, 1996, 2000-01, 2009, with regular summer visits since 2010; archival research in the French colonial archives, 1996-97; NEH grant for Cambodian Buddhist textual studies, 2000-03; reviewer for US Department of Education (2003) & for Fulbright Group Projects Abroad (2002-03); International Advisory Board, *J of SE Asian Studies* (since 2006); Editorial Board, *Udaya: J of Khmer Studies* (since 2008); Editorial Board, SE Asia Series, UW Press (since 2009); Chair, Thai-Lao-Cambodia Studies Group (AAS), 2001-04; member of AAS Board of Directors & Chair of SE Asia Council, 2006-08; member Benda Prize Committee (AAS), 2013-18; SE Asia Review Editor, *J of Asian Studies*, 2014-2018; member Board of Directors & Advisory Council, Center for Khmer Studies (Cambodia: since 2010); co-chair international Theravada Civilization Project Group (since 2013).

**SELECTED RECENT PUBLICATIONS:**

\*\* “Buddhism in Modern Southeast Asia” In: *Routledge Handbook on SE Asia*, ed. by N.G. Owen (Routledge, 2013).

\*\* “Modernism & Morality in Colonial Cambodia” In *People of Virtue: Reconfiguring Religion, Power & Moral Order in Cambodia*, ed. by A. Kent & D. Chandler (NIAS Press, 2008).

\*\* Editor (with J Ledgerwood): *At the Edge of the Forest: Essays on Cambodia, History & Narrative in Honor of David Chandler* (Cornell SEA Program, 2008); includes: “Gaps in the World: Harm & Violence in Khmer Buddhist Narrative.”

\*\* *How to Behave: Buddhism & Modernity in Colonial Cambodia, 1860-1930* (U of Hawai’i Press, 2007).

**HARLACHER, SHERRY** (25-50% SE Asia concentration)

Director, Center for Design & Material Culture, & Pleasant Rowland Distinguished Director, Helen Louise Allen Textile Collection, School of Human Ecology.

PhD (2010) and MA (2003) History & Theory of Art, Arizona State U; MC (1994) Counselor Education, Arizona State U; BA (1983) French & Dance, Loyola Marymount U.

**LANGUAGES:** French - 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Specialist in Asian & Buddhist Art with extensive research, scholarship, curatorial work, & teaching on Asian art traditions; as director of the Allen Textile collection, curates 13,000 artifacts spanning 16 centuries & 108 countries, including significant SE Asia holdings; courses taught on the arts of all Asian countries; works with students at UW with interests in Buddhist art, textiles, & cultural production in SE Asia & other parts of Asia.

**FIELD AND PROFESSIONAL EXPERIENCE:** Leading scholar of Asian Buddhist art with significant archival & field research in Asia, in particular Myanmar (2013) & Sri Lanka (2006, 2007-08).

**SELECTED RECENT PUBLICATIONS, PRESENTATIONS, & EXHIBITS:**

\*\* Co-editor: *Art of Ethnography in British Burma* (with C Raymond). Northern Illinois U Press, forthcoming 2019.

\*\* “Native Life’ along the Burma Yunnan frontier: turn-of-the-century photographs & travel accounts of Frederick William Carey,” Paper delivered at 12th International Burma Studies Conference, Northern Illinois U, October, 2016.

\*\* “Jewels of the Dhamma: the at of *The Great Most Revered Book of Protection*,” in *Sacred Word & Image: Five World Religions*, digital exhibition catalog, 48-61, Phoenix Art Museum, 2012.

\*\* “Elemental composition of Sri Lankan bronzes: technological style & change” (with C Reedy), *Scientific Research on the Sculptural Art of Asia: Proceedings of 3rd Forbes Symposium at the Freer Gallery of Art*, Smithsonian Institution, 2007.

**HO, LI-CHING** (50-75% SE Asia concentration)

Associate Professor (tenured), Department of Curriculum & Instruction, School of Education (since 2015).

PhD (2008) Social Studies Education, Teachers College Columbia University; Postgraduate Diploma in Education (2000); Geography & Social Studies Education, National Institute of Education, Nanyang Technology Institute; MA (1998); SE Asian Studies, National University of Singapore; BS (1995) Economics, London School of Economics.

**LANGUAGES:** Chinese – 3; Malay – 3.

**RESEARCH/TEACHING SPECIALIZATIONS:** Extensive research on education & educational curriculum in SE Asia, with emphasis on social, civic, & environmental education regionally & in Singapore; research focus on teacher perspectives on curricula & student preparation to address global issues (including, climate change & civic engagement); research awards from: Singapore Ministry of Education (2008-2009 & 2011-2013), Wisconsin Center for Education Research, Global Education Committee (2015-2016), International Network of Education Institutes (2015-2016), & UW-Madison (2016-2017); teaches advanced seminars: Curric 975 on Global Conceptions of Citizenship & Teaching History & Other Social Sciences; supervises 3 students in MA in SE Asian Studies.

**FIELD AND PROFESSIONAL EXPERIENCE:** Native of Singapore, with considerable research experience elsewhere in SE Asia, especially the Philippines; Assistant Professor & Department Chair, Humanities & Social Studies Education at the National Institute of Education at Nanyang Technological U (2008-2014); recipient of numerous research & teaching awards, including the UW-Madison Vilas Faculty Early Career Investigator Award of \$100,000 (2016), the National Council of Social Studies Early Career Research Award (2013), the National Institute of Education (Singapore), Teaching Excellence Award (2013) & the Nanyang Technological University Overseas Graduate Doctoral Scholarship (2004).

**SELECTED RECENT PUBLICATIONS:**

- \*\* “Social harmony & diversity: affordances & constraints of harmony as an educational goal,” *Teachers College Record*, 2018.
- \*\* “‘We compartmentalize all our teaching’: climate change education in the Philippines & Singapore” (with T Seow), *International Research in Geographical & Environmental Education*, 26(3), 2017.
- \*\* “‘Freedom can only exist in an ordered state’: harmony & civic education in Singapore,” *J of Curriculum Studies*, 49(4), 2017.
- \*\* “Singapore teachers’ beliefs about the purpose of climate change education & student readiness to handle controversy” (with T. Seow), *International Research in Geographical & Environmental Education*, 2016.
- \*\* “‘There is space & there are limits’: the challenge of teaching controversial topics in Singapore” (with T Alviar-Martin & E Leviste), *Teachers College Record*, 116, 2014.
- \*\* “Meritocracy, tracking, & elitism: differentiated citizenship education in the US & Singapore,” *The Social Studies*, 105, 2014.
- \*\* “Global multicultural citizenship education in Singapore,” *Multicultural Education Review* 3(1), 2011.

**HUTAMI, IKA** (100% SE Asia concentration)

Senior Graduate Teaching Assistant for Indonesian, Department of Asian Languages & Cultures (2015-present)

Indonesian Instructor, SEASSI, 2016-2018.

MA (2018), SE Asian Studies, UW-Madison; BA (2011), English, Satya Wacana Christian U (Indonesia)

**LANGUAGES:** native speaker of Indonesian; Javanese – 5.

**TEACHING AND PROFESSIONAL EXPERIENCE:** Specialist on Indonesia language instructional pedagogy; MA research on curriculum development in Indonesian secondary education; active in COTSEAL as Assistant Pedagogy Coordinator for Curriculum Development projects (2016) & Project Manager for 1st Semester Indonesian Pressbook (Fall 2016); teacher of English & Indonesian at Satya Wicana CU, 2011-13, 2014-16, including Indonesian instructor for the Consortium for the Teaching of Indonesian (COTI) in 2015; Fulbright Foreign Language Teaching Assistant, U of Michigan, 2013-15; handles two levels of Indonesian instruction at UW-Madison during the academic year & teaches Indonesian at SEASSI; completing her MA in SE Asian Studies in May 2018 with research project on secondary social studies curriculum in the Republic of Indonesia.

**JUNG, EUNSOOK** (75-100% concentration)

Faculty Associate, Department of Political Science (since 2016)

PhD (2009) and MA (2005), Political Science, UW-Madison; MA (2001), SE Asia Studies, Seoul National U; BA (1996), Korean Language & Literature, Catholic U of Korea

**LANGUAGES:** Korean – native speaker; Indonesian – 4; Thai – 2; French – 2

**RESEARCH/TEACHING SPECIALIZATIONS:** Specialist on SE Asia, with emphasis on Indonesia & concentration on political Islam, violence, social movement & contentious politics, international relations & political economy, & globalization & inequality; has taught PS 401, Islam & World Politics (Spring & Fall 2017) & PS 322, Politics of SE Asia (Spring 2018); beginning in Fall 2018 she will teach 2 core SE Asia courses (with 50% content): PS 323 (Islam & World Politics in Fall) & PS 328 (Politics of East & SE Asia in Spring).

**FIELD AND PROFESSIONAL EXPERIENCE:** Major research in Indonesia 2007-2009, with regular visits since 2010; Assistant Professor, Politics, Fairfield U (2009-2013) & UW-Eau Claire (2013-2016); Visiting Professor, Political Science, UW-Madison, Spring 2012; International Election Observer, 2009 Indonesian Election (Aceh) & Consultant, Jimmy Carter Presidential Center, 2006-2009; active presenter at annual conferences of both AAS & American Political Science Association; active participant in CSEAS activities & outreach programs; works closely with UW-Madison faculty & graduate students with interests in politics in SE Asia (especially on contemporary Indonesia; supervised students in MA in SE Asian Studies (2 since 2014) & SE Asia PhD thesis committees (1 since 2015).

**SELECTED RECENT PUBLICATIONS:**

\*\* “Islam & Politics in Contemporary SE Asia,” in *Contemporary SE Asia* (3rd ed), ed by AD Ba & M Beeson. Palgrave, 2017.

\*\* “Vertically Disconnected: Politics of Islam in Democratic Indonesia” (with J Epley), *Asian J of Social Science*, 44(2), 2016.

\*\* “Campaigning for All Indonesians: The Politics of Healthcare in Indonesia,” *Contemporary SE Asia*, 38(3), 2016.

\*\* “Islam & the State in Indonesia” in *Sacred Matters, Stately Concerns: Faith & Politics in Asia*, ed by J. Thompson, et al, Peter Lang Publishers, 2014.

\*\* “Islamic Organizations & Electoral Politics in Indonesia: the Case of Muhammadiyah” *South East Asia Research*, 3/2014

\*\* “Giving Up Partisan Politics,” *Inside Indonesia*, 94, 2008.

**KIM, NAM** (75-100% SE Asia concentration; on leave 2017-18)

Associate Professor in Archaeology (tenured), Department of Anthropology (since 2010)

PhD (2010) & MA (2005), Anthropology (Archaeology), U of Illinois-Chicago

MA, Political Science, NYU, 1998; BA, International Relations, U of Pennsylvania, 1996

**LANGUAGES:** Vietnamese – 4; French – 3 (reading); Korean – 3

**RESEARCH/TEACHING SPECIALIZATIONS:** Specialist on East & SE Asian archaeology, with primary research on Vietnam, with emphasis on sociopolitical complexity, state formation, exchange networks, leadership strategies, formation of ancient cities, & the anthropology of warfare; teaches courses on SE Asia archaeology (Anthro 310), & Introduction to Cultural Anthropology (with 25% SE Asia content), as well as graduate seminars (Anthro 942), with emphasis on SE Asia; since 2014, served on 3 committees for students in MA in SE Asian Studies.

**FIELD AND PROFESSIONAL EXPERIENCE:** Extensive field research in northern Vietnam (since 2005) and at Co Loa (2007-present); early research in Vietnam funded by ACLS-Luce Foundation & NSF; Principal Investigator & Co-Director of Hanoi-based projects on both the inner & outer walls of Co Lao (2012-17); maintains close collaboration with Vietnamese archaeologist & social scientists and maintains strong affiliations with Vietnamese institutions & organizations; honorary member & consultant of Vietnam Institute of Archaeology (VIA, since 2008); on editorial board of *Khao Co Hoc* (Archaeology) & *Asian Perspectives*; assisted in establishing exhibits at the Co Loa Museum (Hanoi); elected member of SEAC (AAS).

**SELECTED RECENT PUBLICATIONS:**

\*\* *Results of Research at the Co Loa Citadel* (Thang Long-Ha Noi Heritage Conservation Centre, forthcoming 2018), bilingual monograph in English & Vietnamese.

\*\* “Recognizing the Significance of Prehistoric Warfare in the Red River Delta,” *Khao Co Hoc* (Hanoi), 2018.

\*\* “History & Practice of Archaeology in Vietnam” in *Handbook of East & SE Asian Archaeology* (Springer, 2017).

\*\* “Coercive Power & State Formation in Northern Vietnam” in *Feast, Famine & Fighting? Multiple Pathways to Social Complexity*, ed by R. Chacon, et al. (Springer, 2017).

\*\* *The Origins of Ancient Vietnam* (Oxford U Press, 2015).

\*\* “Cultural Landscapes of War & Political Regeneration” *Asian Perspectives*, 2014.

\*\* “Lasting Monuments & Durable Institutions: Labor Urbanism & Statehood in Northern Vietnam & Beyond,” *J of Archaeological Research*, 21(3), 2013.

**KOZEL, VALERIE** (50-75% SE Asia concentration)

Adjunct Associate Professor, Public Policy (La Follette School); Visiting Researcher, Agricultural & Applied Economics  
PhD (1987), Urban & Regional Studies, Massachusetts Institute of Technology; MS (1981), Northwestern U; BA (1974), St. John's College

**LANGUAGES:** French - 4

**RESEARCH/TEACHING SPECIALIZATIONS:** Extensive research on poverty alleviation in Vietnam & Myanmar; current research on inequality in consumption, incomes, & wealth in developing countries, & chronic & extreme poverty, as well as quantitative & qualitative approaches for measuring & monitoring poverty; collaborates with I Coxhead (AAE) on UNICEF/Hanoi on project to study secondary education & employment issues in Vietnam; teaches PA 974 (Poverty, Inequality, & International Development Policy) for La Follette Public Policy graduate degree; teaches advanced course for La Follette, (PA 974), on Poverty, Inequality, & International Development Policy, with 50% SE Asia content.

**FIELD AND PROFESSIONAL EXPERIENCE:** Long periods of residence in Vietnam & Myanmar, with close associations with government agencies in both countries; employed for 25 years with World Bank, concentrating on social programs & poverty reduction, in both Asia (India, Pakistan, Vietnam, & Myanmar) & Sub-Saharan Africa; Senior Poverty Economist, Poverty Reduction & Economic Management Department, East Asia Region, WB-Hanoi, 2008-2013; close affiliations with Vietnam's Ministry of Planning & Investment, Ministry of Labor, Invalids & Social Affairs, & the General Statistics Office (GSO), as well as several other agencies; Senior Poverty Economist, East Asia Region, WB, Washington DC, 2013-14, specializing on poverty assessment in Myanmar, with links to international organizations (UNICEF & ILO) working in Myanmar & on-going associations with Enlightened Myanmar Research Foundation..

**SELECTED RECENT PUBLICATIONS:**

\*\* *Well Begun but Not Yet Done: Progress & Emerging Challenges for Poverty Reduction in Vietnam*. World Bank Equity & Development Series, 2014.

\*\* "Sustaining poverty reduction in challenging times" (with Nguyen Thang), Report for Vietnam Academy of Social Sciences (VASS), 2014.

\*\* "PSIA: Power sector reforms & the poor in Vietnam" (with Nguyen Viet Cuong & Nguyen Tam Giang ), Vietnam Poverty & Equity Working Paper Series, 2013.

**LEE, CHOUA** (100% SE Asia concentration)

Senior Lecturer in Hmong, Department of Asian Languages & Cultures (since 2007)

MA (2006), Education, Edgewood College; BA (2002), Computer Science, Lakeland College (Wisconsin)

**LANGUAGES:** Native speaker of Hmong, Lao – 4.

**TEACHING AND PROFESSIONAL EXPERIENCE:** Highly trained teacher in English & Hmong; TEFL Certificate from Wisconsin English Language Institute, 2006; ESL Teacher & Instructional Bilingual Assistant, Literacy Network (Madison), (2004-present); since 2007: teaches 3 levels of Hmong language at UW during the academic year and since 2008 has coordinated intensive Hmong instruction at SEASSI; Associate Research Specialist, Hmong Research Project (IRS grant, 2003-05) on Hmong sound systems & literacy; trained in distance instruction technologies & under supervision of E. Barnard & has offered distance instruction in Hmong since 2014 as part of UW's expanded offerings; active member of COTSEAL, with regular presentations at conferences and workshops since 2010; regular participant in Mellon workshops, most recently (since 2016) on reverse design & on the development of proficiency testing; active member of UW-U of Minnesota Hmong Studies Consortium; since 2008, convenes highly successful Hmong Cultural Night, involving UW students and the Hmong American community of Dane County.

**MCCOY, MARY** (100% SE Asia concentration)

Faculty Associate, CSEAS & Department of Communication Arts (since 2008)

Outreach Coordinator, CSEAS (since 2011)

PhD (2005), Communications, Northwestern U; MA (1995), SE Asian Studies, UW-Madison; BA (1990), English, Oberlin  
Wisconsin Secondary Teaching Certification (2007)

**LANGUAGES:** Indonesian – 4.

**RESEARCH/TEACHING SPECIALIZATIONS:** Specializes on media, public discourse & rhetoric, & political change, with emphasis on the post-authoritarian transitions in Indonesia & the Philippines; teaches two popular core courses in Communication Arts: 310 on Discourses of Dictators, Demagogues & Extremists, & 470: Contemporary Political Discourse: Rhetoric of Democracy, both with 30-40% SE Asia content.; regularly serves on research committees of students in the MA in SE Asian Studies program (5 since 2015) and on 2 PhD committees (in Journalism & Educational Policy Studies); supervises students in MA in SE Asian Studies (3 since 2014).

**FIELD AND PROFESSIONAL EXPERIENCE:** Dissertation research in Indonesia & the Philippines, 1996-99, with regular research visits since 2000; principal investigator in 2000 for 6-person USAID/Indonesia team to evaluate the contributions of *Internews* to Indonesia's media development; affiliations with the Philippine Center for Investigative Journalism (Manila) & with several media organizations in Indonesia; as CSEAS Outreach Coordinator, convenes over 50 events annually, including regular K-16 teacher-training workshops focused on innovated themes; also works with IRIS-Outreach to include SE Asian content into on-going international outreach activities; maintains close working relationships with Wisconsin Department of Public Instruction and K-16 teachers within the region, as well as civil society organizations in Wisconsin.

**SELECTED RECENT PUBLICATIONS:**

\*\* *Scandal & Democracy: Media Politics in Indonesia* (Cornell U Press, forthcoming 2019).

\*\* "Purifying Islam in an Emerging Democracy: Metaphor & the Rise of Religious Intolerance in Post-Authoritarian Indonesia" *Rhetoric & Public Affairs* 16(2), 2013.

\*\* "Free Speech" In: *Encyclopedia of Global Studies* (Sage, 2012).

**NOBLES, JENNA** (25-50% SE Asia concentration; on leave 2017-2018)

Associate Professor (tenured), Department of Sociology (since 2009)

PhD (2007) and MA (2004), Sociology, U of California Los Angeles; BA (2002), Sociology, Boston College

**LANGUAGES:** Spanish – 4.

**RESEARCH/TEACHING SPECIALIZATIONS:** Specialist on demography & the sociology of economic change, development, gender, family, & health, with considerable research emphasis on Mexico & Indonesia; major contributor at Bangkok conference convened by Coxhead to prepare the *Handbook of SE Asian Economics* (see Coxhead above & her contribution below); teaches large survey course on Population Problems (Soc 170), with SE Asia content; also teaches Soc 971 on Migration & Migrants; actively involved in working with graduate students in Sociology & other departments focused on research related to health, demographic conditions, & gender in SE Asia.

**FIELD AND PROFESSIONAL EXPERIENCE:** Conducted extensive research in Mexico & more recently in Indonesia, especially since 2011 & with grants from the National Institute of Child Health (on fertility in post-disaster societies) & from UW's Global Health Institute (on fertility, child health & human capacity in low-income countries); on the editorial board of the *J of Health & Social Behavior* (since 2014).

**SELECTED RECENT PUBLICATIONS:**

\*\* "Dual-Burdens in Health & Aging: Emerging Population Challenges in Southeast Asia" In: *Handbook of Southeast Asian Economics*, ed by I. Coxhead (Routledge, 2014).

\*\* "Community Destruction & Traumatic Stress I Post-Tsunami Indonesia" (with E. Frankenberg & C. Sumantri), *Journal of Health & Social Behavior*, 53(4), 2012.

\*\* "Ethnic Diversity, Traditional Norms, & Marriage Behavior in Indonesia" (with A. Buttenheim), *Population Studies*, 63(3), 2009.

\*\* "Marriage & Socioeconomic Change in Contemporary Indonesia" (with A. Buttenheim), *J of Marriage & Family*, 70(4), 2008.

**OLDS, KRISTOPHER N.** (25-50% SE Asia concentration)

Professor (tenured), Department of Geography (since 2001; Chair, 2012-15)

DPhil (1996), Human Geography, U of Bristol; MA (1988), Community & Regional Planning, U of British Columbia

BA (1985), U of British Columbia

**LANGUAGES:** French – 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Specializes on global economic interconnections, urban development, institutionalization of global capitalisms, & construction of knowledge spaces in the Asia/Pacific region, with focus on Singapore; teaches courses on urbanization & globalization, each with 25% or more SE Asia content (Geog 305, 505), including the survey course *World Regions* (Geog 340), designated as UW's gateway course for export to 2- & 4-year colleges in Wisconsin; his course, *Globalizing Higher Education & Research for the Knowledge Economy*, was one of the 5 courses selected as an official UW MOOC, offered in Spring 2014 to 7,200 students; serves on MA & PhD committees of students in SE Asian Studies, Geography, Education Policy Studies, & Development Studies.

**FIELD AND PROFESSIONAL EXPERIENCE:** Professor of Geography at National U of Singapore, 1997-2001; visiting scholar, Chulalongkorn University, 1993-94; over 20 years of travel & research in East & SE Asia; UW Faculty Coordinator for World Universities Network; member of editorial boards of *Economic Geography*, *Singapore J of Tropical Geography*, & of SE Asia Series (New Perspectives on SE Asia), UW Press, since 2003.

**SELECTED RECENT PUBLICATIONS:**

\*\* "World University Ranking: On the New Arts of Governing (Quality)" (with S. Robertson), In: *Controler la qualite dans l'enseignement superieur*, ed. by J-E Charlier, et al. (Louvain-la-Neuve: Editions Academia, 2012).

\*\* "Global Assemblage: Singapore, Western Universities, & the Construction of a Global Education Hub" *World Development* 35(6), 2007.

\*\* "Assembling the 'Global Schoolhouse' in Pacific Asia." In *Service Industries: Cities & Development Trajectories in the Asia-Pacific*, ed. By P. Daniels, et al. (Routledge, 2005).

\*\* "Pathways to Global City Formation: A View from the Developmental City-State of Singapore" (with H. Yeung) *Review of International Political Economy*. 11(3) 2004 (reprinted: *The Global Cities Reader*, ed By N. Brenner, et al, Routledge, 2006).

\*\* *Globalization & Urban Change: Capital, Culture, & Pacific Rim Mega-Projects* (Oxford, 2002).

\*\* *The Globalization of Chinese Business Firms* (edited with H. Yeung) (Macmillan/St. Martin's, 2000).

\*\* "Chinese Business Networks & the Globalization of Property Markets in the Pacific Rim." In *The Globalization of Chinese Business Firms*, ed. by K. Olds & H. Yeung (Macmillan/St. Martin's, 2000).

**PEYASANTIWONG, PATCHARIN** (100% SE Asia concentration)

Senior Lecturer in Thai, Department of Asian Language & Cultures (since 2016)

Coordinator for Thai Language, Southeast Asian Studies Summer Institute (since 2000)

PhD (1981), Linguistics, U of Michigan; MA (1975), Linguistics, U of Michigan; BA (1972), Education, Pitsanulok (Thailand)

**LANGUAGES:** Native speaker of Thai; Lao – 3; Taecheu – 3; Hmong – 2

**RESEARCH/TEACHING SPECIALIZATIONS:** Trained in linguistics under William Gedney, Thai specialist at Michigan; dissertation on Thai linguistics: "A Study of Final Particles in Conversational Thai" (1997); leading specialist in Thai/Tai linguistics; lecturer in Thai, 1980-81 at U of Michigan; primary lecturer for UW's summer Thai program since 1982 (both for the College Year in Thailand & SEASSI); lecturer in Thai during Academic Year at UW, 1994-95; served as Advanced Study of Thai (AST) field director, 1986, 1987, 1989; coordinator of Thai instruction at SEASSI since 2000; senior lecturer in Thai, since 2016.

**FIELD AND PROFESSIONAL EXPERIENCE:** Native of Thailand, with long residence and research experience; significant role in national developments in Thai language instruction, pedagogy, & proficiency guidelines (since 1980s); ACTFL Oral Proficiency Tester (since 1988); with colleagues in Consortium for AST, defined testing guidelines for proficiency levels for Thai; proficiency evaluator for AST, 1986-2014; presently, leading scholar in Thai pedagogy & the development of Thai language instruction in the US, including the delivery of Thai through distance technologies both during the academic year (UW-UC-Berkeley swap) & at SEASSI.

**SELECTED RECENT PUBLICATIONS:**

\*\* Co-author, *Reading Thai* (76 lessons: <readingthai.wisc.edu>

\*\* Editor, *Selected Papers on Comparative Tai Studies by William J. Gedney* (Michigan Papers on South & SE, 1989).

\*\* Editor, *Papers from a Conference on Thai Studies in Honour of William J. Gedney* (Michigan Papers on South & SE Asia, 1986)

**SIDEL, MARK** (25%-50% SE Asia concentration)

Doyle-Bascom Professor of Law & Public Affairs (tenured), College of Law (since 2011)

JD (1985), Columbia U; MA (1982), History, Yale U; AB (1979), History, Princeton U.

**LANGUAGES:** Vietnamese – 3; Chinese – 4; French - 4

**RESEARCH/TEACHING SPECIALIZATIONS:** Specializes in nonprofit sector & philanthropy, law & development, comparative law, & human trafficking, with a concentration on Asia & US-Asian relations, with a long & varied list of publications in law reviews & academic journals; Director, Center for South Asian Studies, UW-Madison (2013-15); teaches course on Nonprofit & Philanthropic Organizations; works with students & faculty in & out of the Law College with interests in Asian law, philanthropy, & comparative constitutional regimes.

**FIELD AND PROFESSIONAL EXPERIENCE:** Program Officer, Ford Foundation, Vietnam, 1992-95, with residence in Bangkok & Hanoi; author of *Old Hanoi* (Oxford, 1998); Professor of Law, U of Iowa (2000-11), with numerous visiting professorships (including Harvard, Melbourne, London, & Paris); since 1995, serves as consultant for, among others, Ford Foundation, American Academy of Learned Societies, UNDP, World Bank, Asia Development Bank, Asia Foundation, US Department of State, US Department of Justice, the Social Republic of Vietnam's Ministry of Justice, & International Center for Not-for Profit Law; regular visits to Asia, where he maintains extensive government & non-government contacts & collaborative relationships.

**SELECTED RECENT PUBLICATIONS:**

\*\* *Central-Local Relations in Asian Constitutional Systems* (with A. Harding) (Hart Publishing, 2014)

\*\* *State, Society & the Market in Contemporary Vietnam* (with H.H. Tam Tai) (Routledge, 2012).

\*\* *The Constitution of Vietnam: A Contextual Analysis* (Hart, 2009).

\*\* *Law & Society in Vietnam* (Cambridge U Press, 2008).

\*\* "Vietnamese-American Diaspora Philanthropy to Vietnam" In: *Diaspora Philanthropy: Existing Models*, ed. by P Johnson (PIGEI, Harvard U, 2007).

\*\* *Vietnam's New Order: International Perspectives on the State & Reform* (with S. Balme) (Palgrave Macmillan, 2006).

**WINK, ANDRE** (25% concentration in SE Asia; on leave 2017-18)

Professor (tenured), Department of History (since 1989)

PhD and MA, History, U of Leiden; BA, U of Amsterdam

**LANGUAGES:** Indonesian/Malay - 2; Arabic, Persian, Sanskrit, Marathi, Hindi-Urdu – 4; Dutch - 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Specialist on pre-modern South Asia, with focus the Indian Ocean as a cultural zone experiencing similar economic & religious developments (in particular Buddhism & Islam); considerable academic training on pre-modern SE Asia (at Leiden), especially the Indonesian/Malay archipelago; his writing on Al-Hind, has since the late 1980s integrated SE Asia in his analysis of Indian influences, including in his essay, "Al-Hind: India & Indonesia in the Islamic World Economy" (Brill, 1988); 25% or more SE Asia content is included in several his course offerings, especially Hist. 463.

**FIELD AND PROFESSIONAL EXPERIENCE:** Born & traveled widely for over past 30 years in Indonesia and Cambodia, with research focused on archival materials mostly in Europe; has made regular visits to historical sites in SE Asia, especially Indonesia, Malaysia, Cambodia, & Vietnam & incorporates pre-modern SE Asia in his research and teaching.

**SELECTED RECENT PUBLICATIONS:**

\*\* "South & Southeast Asia," in *A New History of the World*, ed. by I Iriye & J. Osterhammel (Harvard U Press, 2009).

\*\* *Perspectives on the Indo-Islamic World* (Jerusalem: Hebrew University, 2007).

\*\* *Al-Hind: The Making of the Indo-Islamic World*, 3 Volumes (Brill, 1990-2004).

\*\* "From the Mediterranean to the Indian Ocean: Medieval History in Geographic Perspective: *Comparative Studies in Society & History*, July 2002: 416-45.

**ZAMAR, MARIA SHEILA** (100% SE Asia concentration)

Senior Teaching Assistant in Filipino, Department of Asian Languages & Cultures (since 2011)

Coordinator, Filipino Instruction, SEASSI (since 2006)

PhD Candidate, (2016), Asian Languages & Cultures, UW-Madison; MA (1999), English, Northern Illinois U; BA (1991), Linguistics, U of the Philippines

**TEACHING AND PROFESSIONAL EXPERIENCE:**

Native of the Philippines; fluent in all in Tagalog, Bikolano, & Sorsagano; since 2012, a doctoral student in ALC at UW-Madison; will defend dissertation in December 2018 on language endangerment & linguistic ideology in regard to “Negrito” languages in the Philippines; began graduate training at the U of the Philippines & took extensive coursework in linguistics at the U of Hawaii (1999-2003); highly-trained & experienced language teacher for Filipino & ESL; ACTFL-certified Oral Proficiency Tester for Filipino (since 2004); has had primary responsibility for teaching Filipino at ADB Language Institute (1994-96), Brent International School (Manila, 1996-97); U of Hawaii (academic-years, 1999-2007), Advanced Filipino Abroad (summers in Manila, 2003-05); SEASSI (since 2006); UC Riverside (academic-years, 2007-09); primary Filipino instructor at UW (academic-years, since 2010); deeply involved in the development of materials & pedagogy for the teaching of Filipino; widely recognized as leading specialist in communicative-based instruction in Filipino; presented at COTSEAL & other national conferences & workshops, including the AAS annual meeting; well-trained in distance instruction technologies & under supervision of E. Barnard has offered distance instruction in Filipino since 2014- in the academic year & at SEASSI.

**SELECTED RECENT PUBLICATIONS:**

\*\* *An Essential Grammar: Filipino* (Routledge, 2018).

**ZHOU, YONGMING** (25-50% SE Asia concentration; on leave 2016-17; Fall 2017)

Professor (tenured), Department of Anthropology (since 1999)

PhD (1997), Anthropology, Duke U; MA, Nanjing U, 1987; BA, Nanjing U, 1984

**LANGUAGES:** Chinese - 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Extensive research (historical & ethnographic) on southwestern China & Tibetan areas: globalization, development, ethnicity & cultural change, political economy, media politics, environment, political ecology, tourism, drugs, cyberspace; recent publications on anti-drug campaigns in China & their connections with the “Golden Triangle” of SE Asia, including *Anti-Drug Crusades in 20th-Century China* (1999); research on SE Asian Chinese communities employed in the informational technologies (mainly telegraph & internet) & their participation in Chinese national politics; recent research on Chinese state projects (predominantly road-building ventures) & their influence on minority groups in southwestern China, including major project on Miao (Hmong) of Guizhou; central figure in CSEAS projects relating to state interventions in Zomia & the complex responses of the ethnic groups of the highlands of southern China & SE Asia; serves as advisor to graduate students in Anthropology & other disciplines concentrating on SE Asia; several of his courses regularly contain at least 25% SE Asia content (especially Anthro 917).

**FIELD AND PROFESSIONAL EXPERIENCE:** Extensive field work in southwestern China & Tibetan Himalayas, with considerable research along China’s border with SE Asia, especially Myanmar & Laos; Visiting Research Fellow, East Asia Institute at National University of Singapore (NUS) in 1998-99 & Senior Research Fellow at Asia Research Institute at NUS, in 2007-08; active in the Mid-west Conference on Asian Affairs of AAS, having served on Executive Committee, as Vice President, 2011-12 & President of MCAA, 2012-13.

**SELECTED RECENT PUBLICATIONS:**

\*\* “Branding Tengchong: Globalization, Road Building & Spatial Reconfiguration in Yunnan, Southwestern China” In: *Heritage Politics in China: Producing Identity, Contesting Authority, De-marginalizing Borderlands*, ed by T. Blumenfield, et al (NY: Springer, 2013).

\*\* “Rebuilding the Stilwell Road: Globalization & Spatial Boxing Out in Southwest China” (in Chinese) *Twenty First Century Bimonthly* (Hong Kong) 132, 2012.

\*\* How Our Village Becomes ‘Eco-cultural’? Change, Resilience, & Social Capital in Southwest China Minority Communities” In: *Cultural Change & Persistence: New Perspectives on Development*, ed by W. Ascher, et al (Palgrave Macmillan, 2010).



## 2. CONSULTING FACULTY AND AFFILIATED SCHOLARS

### **ALLENDORF, TERILYN D.** Consulting Faculty (since 2014)

Assistant Scientist, Department of Forest & Wildlife Ecology, UW-Madison (since 2012)

PhD (1999), Conservation Biology, U of Minnesota; BA (1991), Anthropology, Northwestern U

Served as Peace Corps Volunteer in Nepal, with subsequent research & publications on tropical forests & biodiversity in Nepal; worked on projects relating to conservation & sustainable development sponsored by NSF & USAID, also including China & Uganda; since 1999, served as research associate for Smithsonian Conservation Biology Institute in Myanmar, with projects focused on building capacity for community conservation & forestry around protected areas; 2006-09, primary investigator of grant from Conservation, Food, & Health Fund on “Developing environmental NGO capacity in Burma,” working with Burmese university students, government officials, & NGOs; author of “Local residents’ attitudes toward seasonally dry forests at selected sites in Nepal & Myanmar” in *Ecology & Conservation of Seasonally Dry Forests in Asia*, ed by W. McShea, et al (Smithsonian, 2011); co-author of “Using residents’ perceptions to improve park-people relationships in Chatthin Wildlife Sanctuary, Myanmar,” *J of Environmental Management*, 99, 2012; & author of “Gender & attitudes toward protected areas in Myanmar,” *Society & Natural Resources*, 26, 2013; since 2014, active in UW’s “Myanmar initiative” to establish links between UW-Madison & various universities in Myanmar in a variety of disciplines, in particular science & technology.

### **AMSTUTZ, ANDREW.** Consulting Faculty (since 2017)

Mellon Postdoctoral Teaching Fellow, Asian Languages & Cultures, 2017-2019

PhD (2017), History, Cornell U; MA, History, Cornell U; BA, History, Middlebury College

Specialist on Islam in South Asia in the early modern & modern eras, in particular on Urdu & its seminal place in the history of science in South Asia & within the colonial context; extensive research in Pakistan & India; forthcoming book manuscript (2017): *Finding a Home for Urdu: Islam & Science in Modern South Asia*; teaches courses in ALC, including ALC 300, Islam in Modern Asia, with up to 25% SE Asian content, & works with undergraduate & graduate students interested in Islam, including students in the MA program in SE Asian Studies.

### **ANDERSON, LOIS A.** Consulting Faculty (since 2008)

Professor Emeritus, Ethnomusicology, Department of Music, UW-Madison (1968-2008)

PhD, Ethnomusicology, UCLA; Director, Center for SE Asian Studies, 1981-82

Until retirement in 2008, was core faculty; specializes in percussion, mainly African, with considerable study & experience in the gong ensemble music of Indonesia (Javanese); founder & director (1978-82) of UW’s Javanese Gamelan Ensemble & continues as permanent member of the ensemble; works with graduate students in ethnomusicology specializing on SE Asia, where she serves as a major resource person; active participant in CSEAS programs & events, consulting on a wide range of initiatives relating to Indonesia and music and performance activities.

### **BRADLEY, MARK P.** Affiliated Scholar (since 1994)

Professor, History, U of Chicago (since 2007)

PhD (1995) and MA (1989), History, Harvard; AM (1987), Asian Studies; & BA (1986), History, U of Michigan

Specializes on SE Asian & American diplomatic history, with strong emphasis on colonial & post-colonial Vietnam; in addition to numerous scholarly articles, he is the author of *Imagining Vietnam & America: The Making of Postcolonial Vietnam, 1919-1950* (North Carolina Press, 2000), which was awarded the Benda Prize of AAS, 2002; *Vietnam at War* (Oxford Press, 2009), and co-editor (with M Young) of *Making Sense of the Vietnam Wars* (Oxford U Press, 2008); more recent research has focused on the evolution of global human rights; author of *The World Reimagined: Americans & Human Rights in the Twentieth Century* (Cambridge U Press, 2016); President, Society for Historians of American Foreign Relations, 2013; resident of Madison & in close & regular interaction with CSEAS & UW faculty; works with UW graduate students on Vietnam-related projects.

**CHENG, CINDY I-FEN.** Consulting Faculty (since 2014; on leave Fall 2017)

Associate Professor (tenured), Department of History & Asian American Studies, UW-Madison (since 2005)

PhD (2005), History, U of California-Irvine

Specializes on issues of race, ethnicity, class, sexuality, & nationality, with focus on Asian Americans in the US, especially during & after the Cold War; author of *Citizens of Asian America: Democracy & Race during the Cold War* (NYU Press, 2013) & “Identities & Places: On Writing the History of Filipinotown, Los Angeles” (*J of Asian American Studies*, 2009); secondary focus on SE Asian Americans & their historical backgrounds, especially in her courses; teaches Hist/Asian Am 160, with 25-30% SE Asia content; works with undergraduate & graduate students with SE Asia concentrations.

**COMPTON, J. LIN.** Consulting Faculty (since 2005)

Professor Emeritus, Forest & Wildlife Ecology, UW-Madison (1988-2005)

PhD, University of Michigan; MA, Southern Illinois University; BA, Muskingum College

Specialist on rural development, natural resources management, indigenous knowledge systems, & environmental problems, especially Thailand, Laos, Philippines, Myanmar & Yunnan; principal investigator of major grants from USAID, Fulbright, Ford, & UW-Madison for research in Thailand & Philippines; served as Director of Graduate Studies, Development Studies, Land Tenure Center (1998-2001); long residence in Laos, Thailand & Philippines, with high level of proficiency in Lao & Thai & strong institutional linkages in all 3 countries; recently (since 2014) served as primary consultant & co-principal investigator in efforts to secure USAID grant on higher educational development & exchange with Myanmar; continues to work with faculty & graduate students with interests in agricultural & environmental issues in mainland Southeast Asia; presently involved in UW’s “Myanmar initiative,” aimed at institutional exchanges in higher education with Myanmar; IIE Senior Fulbright Scholar, Myanmar (2014 & 2017).

**CONWAY, JAMES H.** Consulting Faculty (since 2014)

Associate Professor of Pediatrics, School of Medicine & Public Health, UW-Madison (since 2005)

MD, Cornell U, 1990

Associate Director of Health Sciences for UW’s Global Health Institute; medical doctor specializing in pediatric infectious disease, with considerable research & clinical experience in the US & overseas, especially in Thailand, Kenya, & Ethiopia; projects focus on training local professionals in the recognition & treatment of infectious conditions, & on improving systems of prevention largely through strengthening immunization programs; worked closely with colleagues in other departments of the Medical School to establish UW’s Center for Global Health & to develop programs & partnerships for clinical education & outreach around the world; since 2007, active participant, with Kraus (Pharmacy) & Solheim (Nursing) of UW’s Global Health Institute’s Thailand Partnership with Mahidol & Narusuan Universities & selected Thai hospitals; co-teaches international public health course (PHS 644) focused on Thailand, which includes in-country field study.

**COWELL, DUSTIN C.** Consulting Faculty (since 2013)

Professor Emeritus of Arabic, Department of African Languages & Literatures (1976-2016; Chair 2009-12)

PhD (1976), Comparative Literature, U of California San Diego; BA (1967), Spanish Literature, Pomona College

Near native proficiency in Malay/Indonesian, Arabic, Spanish & French; specialist on classical Arabic literature & language; since 1993, major concentration on Islam & Arabic language studies in Malaysia & Indonesia; research on teaching of Arabic in Islamic schools & on the study of Arabic-Malay/Indonesian Islamic texts; collaborative work with Rafferty (ALC) on the development of video & other pedagogical materials for intermediate/advanced Indonesian; President of COTI & principal investigator for 3 Fulbright-GPA grants in support of Advanced Indonesian Abroad, 1998-2004 & served as in-country program director at U Kebangsaan Malaysia (Kuala Lumpur, 1999) & at U Sam Ratulangi (Manado, 2001-03); past-director of UW’s Arabic Immersion Program (2006-12); works closely with students concentrating on Islam in SE Asia; visiting professor, International Institute of Islamic Thought & Civilization, Kuala Lumpur, 1994-96; active member of Majlis Antarabangsa Bahasa Melayu (International Council for Malay), 2000-06; published (in Indonesian): “Development of Foreign Language Teaching in North America: Experience in Teaching Malay” in *Pangajaran Bahasa Melayu untuk Perdutur Asing*, ed. by A.J.M. Salleh & R. Muhamad (Kuala Lumpur, Dewan Bahasa dan Pustaka, 2003); conducted research & participated in numerous conferences & workshops in Indonesia & Malaysia (1993-96, 1998-2006; 2013-18); maintains strong links with Islamic studies programs at many Indonesian universities, especially in Jakarta, elsewhere in Java, Sulawesi, & Sumatra, and in Malaysia.

**CRUELIER, THIERRY.** Consulting Faculty (since 2016)

Visiting Scholar, Institute for Regional & International Studies, 2016-18

MA, Journalism, Sorbonne; international journalist & author from France, specializing on international criminal justice, especially the conduct of international justice systems after war crimes & atrocities, with emphasis on Cambodia & Rwanda; unique in his coverage & reportage on all the major post cold war international tribunals; devoted considerable time to covering the Khmer Rouge tribunals in Phnom Penh, resulting in a broad understanding & concern for post-war Cambodia; author of 2 major books: *Court of Remorse: Inside the International Criminal Tribunal for Rwanda* (Harper-Collins, 2010); & *The Master of Confessions: The Making of a Khmer Rouge Torturer* (Harper-Collins, 2014); through his courses & on-campus lectures & workshops, established important relationships with the students & faculty affiliated with CSEAS; taught IS 601, International Criminal Justice: Model & Practice, Fall 2016 & Fall 2017.

**DOEPPERS, DANIEL F.** Consulting Faculty (since 2004)

Professor Emeritus, Department of Geography, UW-Madison (1970-2004)

PhD and MA, Geography, Syracuse University

Past CSEAS Director; specialist on social change, economic history, historical geography & demography of the Philippines; over 40 years field research experience, with strong institutional & academic affiliations with Ateneo de Manila & U of the Philippines; over 35 years of teaching experience on SE Asia; served on SSRC Program Committee, International Pre-Dissertation Fellowship Program, 1992-1998 & on CIES Fulbright Southeast Asia Selection Committee, 1994-98; member, executive committee, SE Asia Microfilm Project (AAS), 2000-04; published widely on the Philippines, including *Manila, 1900-1941: Social Change in a Late Colonial Metropolis* (Yale & Ateneo de Manila, 1984, 1985); author & co-editor of *Population & History* (CSEAS & Ateneo de Manila, 1998), & numerous articles & book chapters; his recently published book, *Feeding Manila in Peace & War, 1850-1945* (UW Press, 2016) is a monumental contribution to urban history & was the winner of the National Book Award in the Philippines (2017); he continues to work with UW graduate students & faculty as consultant & actively participates in CSEAS activities, including seminars, conferences, & lecture series.

**EASUM, TAYLOR.** Affiliated Scholar (since 2014)

Assistant Professor, Department of History & International Studies, UW-Stevens Point (since 2014)

PhD (2012) & MA (2007), History, UW-Madison; BA, History, UCLA

Previously Assistant Professor & Faculty Fellow in Global History, New York U (2012-14); specialist on SE Asian history, with strong emphasis on 18th & 19th-century Thailand; dissertation & current book manuscript on *A City in the Colonial Margins: Chiang Mai between Empire & Nation*; author of “A Thorn in Bangkok’s Side: Khruba Sriwichai & the Sacred Space of the Chiang Mai State” in *South East Asia Research*, June 2013, & “Imagining the ‘Lao Mission’? On the Usage of ‘Lao’ in Northern Siam & Beyond,” *Journal of Lao Studies*, 1, 2015; teaches courses on Asian & SE Asian history; at UW, taught *Southeast Asia to 1800* (Hist 457) in Spring 2012; works closely with UW faculty & students in Thai studies & SE Asian history, including presentations in the CSEAS lecture series & regular participation in CSEAS outreach programs around the state; active member of the Council of Thai Studies (COTS).

**GIBBS, HOLLY.** Consulting Faculty (since 2014)

Assistant Professor (tenure track), Department of Geography, UW-Madison (since 2011)

PhD (2008), Environment & Resources, UW-Madison; MS & BS, Natural Resources, Ohio State U

Affiliated with the Nelson Institute for Environmental Studies, Center for Sustainability & the Global Environment; research focus on tropical land-use change & globalization, with emphasis on the potential to reconcile food security, climate change & conservation goals; regular use of GIS & remote sensing imagery combined with ground-based data on social & biophysical conditions to document patterns, drivers of consequences of land-use change; works with NGOs, policymakers, & business leaders to identify & answer key questions & to put science into action; major research in Ethiopia; since 2009, involved in land-use & forestry research project in Indonesia & Malaysia, with emphasis on the environmental impact of oil palm production; collaborated (2011) on “Web-based decision support tool for implementing Indonesia’s Forest Moratorium” (REDDcalculator.com); co-author of “Managing Fire Risk during Drought: The Influence of Certification & El Niño on Fire-Driven Forest Conservation for Oil Palm in Southeast Asia” *Earth System Dynamics* (2018), & “Effect of Oil Palm Sustainability Certification on Deforestation & Fire in Indonesia” *PNAS: Proceeding of the National Academy of Sciences*, 2018; teaches courses on *People, Land & Food & Emerging Market Impacts on Global Agriculture & Land Use*.

**GILLOGLY, KATHLEEN.** Affiliated Scholar (since 2009)

Associate Professor, Department of Geography & Anthropology, UW-Parkside (since 2008)

PhD (2006), Anthropology, U of Michigan; MA (1988), Anthropology, U Hawai'i; BA (1975), Anthropology, U of Iowa

Active member of UW-U of Minnesota consortium on Hmong & Highlands Studies; Director, International Studies, UW-Parkside; specialist on agency, power, environmental change, bio-diversity, & opium production & trade since the 19th century in the highlands of Zomia (southwestern China, Burma, Thailand, Laos, & Vietnam); extensive field research in Thailand (especially the northern highlands) & Vietnam (especially in central highlands); dissertation on "Transformations of Lisu Social Structure under Opium Control & Watershed Conservation in Northern Thailand" (2006); co-author (with T. Rambo & L.T. Cac): *Too Many People, Too Little Land: The Human Ecology of a Wet Rice-Growing Village in the Red River Delta of Vietnam* (Honolulu: East-West Center, 1993); co-editor (with K. Adams) of *Everyday Life in Southeast Asia* (Indiana U Press, 2011); co-authored article (with P. Durrenberger) "Greed in a 'tribal' economy? acquisitiveness & reciprocity in Lisu society" (*Economic Anthropology*, 2014); author of "Environmental sustainability policy in Thailand: global system, Thai localism" (*Environment & Development in Asia*, 4, 2014); works with UW faculty & students with interests in Zomia & mainland SE Asian anthropology & environmental studies.

**GUNTHER, ALBERT C.** Consulting Faculty (since 2017)

Professor Emeritus, Department of Journalism & Mass Communication

PhD (1987) & MS (1984), Communications, Stanford U; BA (1969), English, & MA (1972), Journalism, U W-Madison

Until retirement was core SE Asia faculty; specialist in mass media & public opinion, censorship & media credibility & risk, including study of media in Indonesia, Malaysia, Singapore, Thailand, & Vietnam; dissertation research on Indonesia; consultant on USAID-Johns Hopkins-Government of Indonesia project (2001-04) to increase use & acceptability of high quality family planning & reproductive health services; various periods of residence in Indonesia, Malaysia, Singapore; visiting professor of journalism at Institut Teknolgi MARA (Malaysia), 1972-74 & National U of Singapore, 1993-94; strong links with communications academics, journalists, & other media professionals in Thailand, Indonesian, Malaysia, & Singapore; participated in UW-sponsored international workshop in Penang (5/2000); collaborative research supported by Thailand Research Fund on analysis of Thai television programming, 2000-01; teaching fellow, Hanoi Agricultural U (Spring 2010); member of several editorial boards, including *Indonesia Times* (Jakarta); publications include: "Mixing of English & Thai in Thai Television Programs" (with P. Kanaovakun) *Manusya J of Humanities*, 6, 2003; & "Public Perceptions of Television Influence & Opinions about Censorship in Singapore" (with S.C.Y. Chia) *International J of Public Opinion Research*, 1996; continues to consult with graduate students working on SE Asian media & communications; works with graduate students in media issues in SE Asia.

**HARR BAILEY, MARCIA J.** Affiliated Scholar (since 2017)

Assistant Professor, Business, UW-Platteville

PhD (2011), Educational Leadership, Administration & Policy, Fordham U; MA (2006), Servant Leadership, Viterbo U

Active member of UW-U of Minnesota consortium on Hmong Studies; specializes in service learning, community engagement, in-service teacher-training, development studies, engaged Buddhism; doctoral dissertation: "Progress through service: understanding the ethics of service among Lao Buddhist undergraduates through *EducAsiAnal Community Engagement* (2011); extensive work & research in SE Asia, especially Laos; founder & executive director (2011-present) of Poom Loom; active in Laos, 2009-14, including affiliation with Design for Change-Laos & projects with National University of Laos & the Ministry of Education of the Lao PDR; currently teaches about projects in SE Asia & organizes student exchanges in Laos & elsewhere in SE Asia.

**HAWKINS, MARGARET.** Consulting Faculty (since 2014)

Professor, Curriculum & Instruction, School of Education, UW-Madison

Ed.D (1997) & M.Ed (1988), U of Massachusetts; BA (1974), Goddard College

Specialist on applied linguistics & language education, with considerable international experience & research, especially in African (Uganda); chair of the School of Education's Global Education Committee; widely published, including "Ontologies of place, creative meaning making & cosmopolitan education," *Curriculum Inquiry* 44, 2014; teaches the core pre-service course for UW's NRCs as a First-year Interest Group (FIG): Curric 375 (Globalizing Education); also teaches Curric 672 (Issues in ESL Education) & Curric 943 (Mobility, Language, & Education); collaborates closely with UW's area centers in efforts to build international curriculum into K-12 teacher-training programs in the School of Education.

**HILLMER, PAUL.** Affiliated Scholar (since 2010)

Professor of History & Political Science, Concordia University, St. Paul, Minnesota (since 1991)

PhD (2001) & MA (1991), History, U of Minnesota

Active member of the UW-U Minnesota Hmong Studies Consortium (since 2010); major participant in the conferences & other activities sponsored by our Hmong studies network & by Concordia University (St. Paul); major authority on the large Hmong American community of Minneapolis-St. Paul, with several projects, including the *History Channel*-funded documentary on the Hmong of the Twin Cities, *From Strangers to Neighbors*; author of the very informative book, *A People's History of the Hmong* (Minnesota Historical Society, 2010); collaborates with UW faculty and students in this area of research and teaching.

**HNIN TUN, SAN SAN.** Consulting Faculty (since 2015)

Assistant Director (since 2015), Department of SE Asia & Pacific, Institut National des Langues et Civilisation Orientales (INALCO) and External Examiner for Burmese, U of Cambridge.

PhD (2013), Sciences du langage, U Paris III (Sorbonne Nouvelle); PhD (2007), English Studies, U of Nottingham; MA (1989), Communications, Western Illinois U; MA (1986), English, Rangoon U

Coordinator of Burmese at SEASSI (since 2015; instructor between 1991 & 1999); Lecturer of Burmese, Cornell U (1989-1996); author of *Colloquial Burmese* (Routledge, 2014); *Burmese Comprehensive Grammar* (with M Jenny; Routledge 2016); *Burmese Phrasebook* (Lonely Planet, 2018), and numerous scholarly articles pertaining to Burmese linguistic and language pedagogy; major consultant of UW faculty & 4 current graduate students pursuing research projects in Myanmar.

**HYUN, SINAЕ.** Affiliated Scholar (since 2016)

Assistant Professor, Department of History, UW-Whitewater (since 2016)

PhD (2014) & MA (2009), History, UW-Madison; MA (2008), SE Asian Studies, UW-Madison; BA, Ewha Womans U

Taught as post-doctoral professor at Nanyang Technical U in Singapore (2015-16): high proficiency in Thai, with considerable research experience in Thailand; completing book manuscript based on dissertation: "Indigenizing the Cold War: Nation-Building by the Border Patrol Police of Thailand, 1945-1980;" author of "Building a Human Border: the Thai Border Patrol Police School Project in the Post-Cold War Era," *Sojourn*, 29(2), 2014; "Missionaries of Royalist Nationalism: Transformation of the Thai Border Police during the Cold War" in *Policing Colonial Empires*, ed. by E. Blanchard, et al, 2017; and "Mae Fah Luang: Princess Mother's Royal Project with the Thai Border Patrol Police during the Cold War," *J of SE Asian Studies*, 48(2), 2017; works closely with UW faculty & graduate students and regularly involved in CSEAS activities.

**JEW, VICTOR.** Consulting Faculty (since 2013)

Senior Lecturer, Asian American Studies (since 2007)

PhD (1994) and MA (1983), History, UW-Madison; BA (1978), History, UCLA

Specializes on Asian American history since the mid-1800s, with emphasis on Chinese immigrants in California & the Midwest in the 20th century; recent research on the impact of the Cold War on Asian migration, with increasing emphasis on Filipinos & refugees & migrants from Vietnam, Laos, & Cambodia since the mid-1970s; at the forefront of scholarship regarding diverse Asian American groups, in particular from SE Asia, in the Midwestern region; has taught in History & Asian American Studies at Michigan State (1992-2001, 2002-03) & Cornell (2000-01); served as Visiting Professor in History at UW-Madison (2003-04); since 2008, teaches Asian Am 101 (Introduction to Asian American Studies), with over 25% SE Asia content; popular teacher with broad interests that include working with undergraduate concentrators on SE Asia & SE Asians in the US.

**JORDT, INGRID.** Affiliated Scholar (since 2013)

Associate Professor, Anthropology, UW-Milwaukee (since 2001)

PhD (2001), Social Anthropology, Harvard U; BA (1985), Anthropology, UC Berkeley

Specializes on Myanmar & Theravada Buddhist societies of SE Asia, in particular the processes of political legitimation, state-monastic relations, Buddhist meditation movements, diplomacy, & civil society groups, & humanitarian relief under authoritarian rule; over 25 years of research, residence, & activism on Myanmar, Thailand and elsewhere in SE Asia; author of *Burma's Mass Lay Meditation Movement: Buddhism & the Cultural Construction of Power* (Ohio U Press, 2007); "What is a 'True Buddhist': Meditation & the Formation of Knowledge Communities in Burma," *Ethnology*, 45(3), 2008; "The Monks' Protest & its Aftermath," *East Asia Forum Quarterly*, 2010; "Transnational Buddhism & the Transformation of Local Power in Thailand" in: *Radical Egalitarianism: Local Realities, Global Relations*, ed by S. Tambiah, et al. (Fordham U Press, 2013); works with Hansen, Bowie, & UW graduate students concentrating on Theravada Buddhism.

**KRAUS, CONNIE K.** Consulting Faculty (since 2008)

Clinical Professor of Pharmacy, School of Medicine & Public Health, UW-Madison (since 1993)

Pharm D (1993), UW-Madison; BS (1975), Pharmacy, UW-Madison

Director, Office of Global Health, Pharmacy (since 2008); specializes on pharmacotherapy in relation to women's health, with various teaching specialties in this area; strong advocate of international health initiatives at UW; as a member of the steering committee of UW's Center for Global Health, has played an active role in developing & expanding this program on & off campus; assisted in establishment of & co-teachers for the international public health course (PHS 644) focused on Thailand (see Solheim & Conway); co-author of "Health & Disease in Thailand: A Collaborative Educational Journey," presented at US-Thai Consortium meeting on building global health collaboration convened in Phuket, Thailand, 2011; valuable campus resource, with strong motivation to expand UW's global health programs.

**LEE, MAI NA.** Affiliated Faculty (since 2008)

Associate Professor (tenured), Department of History, University of Minnesota (since 2007)

MA (2000) and PhD (2005), History, UW-Madison; BA, History, Carlton College, 1994

Co-chair (with I Baird) of the UW-U Minnesota Hmong Studies Consortium (since 2010); convener of the consortium's 2nd international conference, "Hmong Across the Borders," held at U of Minnesota, 10/2013; Co-director of UW's summer study abroad program in the highlands of Thailand (to be launched Sum 2018); historian of SE Asia & leading authority on the Hmong & other highland communities of Laos & Vietnam; author of path-breaking work, *Dreams of the Hmong Kingdom: The Quest for Legitimation in French Indochina, 1850-1960* (UW Press, 2015); author of "The Women of Dragon Capital (Long Cheng): Marriage Alliances & the Rise of Vang Pao" in *Claiming Place: Hmong Women, Power & Knowledge Production*, ed by C. Vang, et al (Minnesota Press, 2014); & "The Thousand-Year Myth: Construction & Characterization of Hmong," *Hmong Studies Journal*, 2(2), 1998; current research on Hmong communists during the 1960s & 1970s; regularly consults with UW faculty & graduate students working on the highland areas of mainland SE Asia & closely collaborates with wide range of CSEAS outreach to K-12 teachers in our region.

**LIWE, AMELIA.** Consulting Faculty (since 2009)

Coordinator, Indonesian Language Instruction, SEASSI (since 2003) & IFLI (2018)

PhD (2009), History, UW-Madison; MA (2001), LCA, UW-Madison; Sarjana (1998), English, Sam Ratulangi University

Specialist on modern SE Asian (especially Indonesian) history & Indonesian language pedagogy & literature; studied at Sophia University (1996); taught Indonesian in Canberra, Australia (1998); taught literature at Sam Ratulangi University (2001); taught Indonesian at COTI, Manado (2001); began MA-PhD studies at UW-Madison in 2001; research on North Sulawesi, with dissertation on "Peremesta: From Crisis to Footnote: A Half Rebellion in the Context of the Cold War & Post-Colonial Indonesia;" taught Indonesian at UW (2001-09) & at SEASSI (since 2002); Indonesian language Coordinator for SEASSI (since 2003) & for the UW-based Indonesian Flagship Language Initiative (IFLI, since 2018); actively engaged, as member of COTSEAL, in the development of proficiency guidelines & pedagogical training for Indonesian (with Rafferty & Barnard); co-founder & Program Coordinator, Center for Southeast Asian Studies in Jakarta (since 2010), affiliated with the American Institute for Indonesian Studies (Jakarta); major CSEAS consultant for CSEAS students & faculty with research projects in Indonesia.

**LOR, PAO.** Affiliated Scholar (since 2010)

Associate Professor of Education, UW-Green Bay (since 2010)

PhD (2001), Ed. Administration; MA (1996), Ed. Leadership, UW-Madison; BA (1994), Education, UW-Oshkosh

Active member of UW-U Minnesota Hmong Studies Consortium (since 2010); specializes on Hmong resettlement in the upper Midwest, with a strong emphasis on issues relating to education & its place in Hmong assimilation; author of "The Hmong experience at Wat Thamkrabok Thailand," *Hmong Studies Journal* (2009); "Hmong teachers: life experiences & perspectives on teaching," *Multicultural Education Journal* (2010); *Blueprint for College Success: Key Life Experiences Contributing to Hmong Students' Graduation from College*, LAP Lamber Academic Publishing (Germany), 2010; & "Hmong professional identities: overview of generational changes since the 1970s" in *Hmong & American: From Refugees to Citizens*, ed. by VK Her & ML Buley-Meisser, forthcoming Minnesota Historical Society Press.

**MCGOVERN, NATHAN.** Affiliated Scholar (since 2016)

Assistant Professor of Philosophy & Religion, UW-Whitewater (since 2016)

PhD & MA, Religious Studies, U California Santa Barbara; BA, Physics & Religion, Franklin & Marshall College

Specializes on Asian religions, especially the interactions between Buddhism & Brahmanism/Hinduism, with primary research interests in India & Thailand; his work on India is encompassed in his forthcoming Oxford University Press book, *The Snake & the Mongoose: The Emergence of Identity in Early Indian Religion*; his work on Thailand focuses on the role of “Hindu” elements in the overwhelmingly Theravada Buddhist religious context; current research on the Royal Court Brahmins of Thailand; some of these ideas & conclusions are laid out in his forthcoming article, “Beyond the Indianized-indigenous dichotomy in the study of Southeast Asia: the interplay of the exotic & the familiar in the history of the Royal Court Brahmins of Thailand,” in the *J of SE Asian Studies*; consults with UW faculty & graduate students working on the religions of SE Asia, in particular A Hansen & K Bowie.

**NIEMI, KEVIN J.** Consulting Faculty (since 2013)

Outreach Director, Wiscience, UW-Madison

PhD, Plant Physiology, U of Minnesota; BA, Biology, Macalester College

Specializes in K-12 science education & the delivery of UW outreach programs to regional schools; works closely with the Wisconsin Teacher Enhancement Program & the School of Education; through major Fulbright grant in 2005, expanded the Institute for Biology Education’s program to Thailand through several trips to promote teaching science & technology, resulting in the establishment of strong institutional linkages, especially with the Thai Ministry of Education & Mahidol, Srinakharinwirot, Mahasarakahn & other government universities; since 2006, the project has also supported 5 visiting “science education” scholars from Thailand to come to UW to pursue research & engage in pedagogical training; has made several presentations on his projects & has encouraged student participation the university, especially in the School of Education & in CALS; strong advocate at UW for collaborate research & exchange with Thailand & has worked with several CSEAS faculty to promote these objectives.

**OGDEN, MITCHELL.** Affiliated Scholar (since 2011)

Assistant Professor, Department of English, UW-Stout (since 2011)

PhD (2008), English, U of Minnesota,

Active member of UW-U Minnesota Hmong Studies Consortium (since 2010); has advanced proficiency in Hmong & specializes in the study of Hmong language & cultural discourse as reflected in a wide range of formats, with emphasis on the internet; current book manuscript based on his dissertation on “Refugee Utopias: (Re)Theorizing Refugeeism through Cultural Production in the Hmong Diaspora;” has published translations of Hmong stories into English in *Paj Ntaub Voice*, the Hmong American Literary Journal & has been a member of its editorial board since 1999; also a creative writer & specialist on literary & cultural production on the internet, as well as the digital humanities; has been an active participant in our Hmong Studies conferences & activities; consults with UW students in the areas of Hmong culture & language.

**RAFFERTY, ELLEN.** Consulting Faculty (since 2015)

Professor Emeritus, Department of Asian Languages & Cultures (1978-2016); Chair (1999-02, 2005-07, 2013-15)

Director, Center for Southeast Asian Studies (2008-11)

PhD (1979) & MA (1973), Anthropology, SUNY-Binghamton; BA (1966), College of Saint Rose

Until retirement was core faculty of CSEAS; currently Language Director for SEASSI & for UW-Madison's new Indonesian Flagship Language Initiative (IFLI); advanced proficiency in Indonesian & Malaysian; specialist on development of Indonesian/Malay language & literature; author of *Discourse Structures of the Chinese Indonesians of Malang* (Jakarta: NUSA, vol. 12, 1982) & *An Approach to Indonesian Theatre: Putu Wijaya in Performance* (CSEAS, UW-Madison, 1989); more recently leading authority on 2nd-language acquisition, pedagogy & materials development for teaching Indonesian language; principal investigator on major IRS & NSEP grants (over \$1.2 million, beginning in 1997) to develop teaching materials & texts for Indonesian/Malay, resulting in several books (see below) & 3 major online resources (with Barnard, et al): *Ayo Membaca! Indonesian Reading Lessons* (20 lessons, 2013); *Warung Sinema: Learning Indonesian through Film* (20 lessons, 2005); & *Indonesian Photo Archives* (600 captioned images, 2002); supervised Indonesian language instruction & taught core courses on Indonesian literature & culture; active leader of COTI for over 30 years (president, 1992-1996, 2000-2004) & of COTSEAL (Vice President, 1991-94); recipient of 2 Indonesian Government awards: Special Award for Education from the Ambassador of Indonesia (2013) & the Presidential Friends of Indonesia (2014); senior author of the following: *Nah Baca! Authentic Indonesian Readings* (2 vols, NLRC, Hawaii, 1997); "Improving Reading Proficiency via Interactive Online Lessons" (with E. Barnard) in *Electronic J of Foreign Language Teaching* (National U of Singapore), 9, 2012; *Let's Speak Indonesian: Ayo Berbahasa Indonesia!* (with E. Barnard) (2 vols, Hawaii Press, 2014 (beginning & intermediate oral proficiency text); *Indonesian Grammar in Context: Asyik Berbahasa* (3 vols, Hawaii Press, 2014 (beginning through advanced text); in close coordination with Barnard (see above), designed COTSEAL's successful national effort (2014-18) to professionalize SE Asian language teaching programs & improve language instruction, proficiency guidelines, & teaching materials for all SE Asian LCTLs; major presenter at 5/2018 International Symposium on Malay & Indonesian Linguistics; 2018 external reviewer for US-Indo Summer Studies Program (U of Sanata Dharma); member of 4-person steering committee of the SE Asian Language Council, launched in 2018.

**ROLL, JON T.** Consulting Faculty (since 2010)

Faculty Associate, Bacteriology, College of Agriculture & Life Sciences, UW-Madison.

PhD (1996), Biology, UW-Madison

Conducts research, teaches, & directs laboratories on the biology of microorganisms; Director for two highly successful overseas programs in Bacteriology: the International Research Experience for Students & the NSF Research Experience for Undergraduates; organizes & directs the annual 10-week research exchange program with Mahidol University (Bangkok) &, most recently, at Mae Fah Luang University (Chiang Rai), both study abroad & collaborative research programs in Thailand for UW students conducting joint research in microbiology, microbial genetics and/or molecular biology with their Thai student counterparts; leads the exchange programs every Spring-Summer & supervises the course (Microbiology 699, as a directed study); CSEAS has assisted this program through offering orientation to the students during the spring semester &, most recently at Mae Fah Luang, in providing instructors to offer students an introductory course on Thai culture during the summer in Thailand.

**SCHNEIDER, ANNEMARIE.** Consulting Faculty (since 2014)

Associate Professor, Environmental Studies, Nelson Institute of Environmental Studies, UW-Madison,

PhD (2005), Geography & Environment, Boston University

Affiliated with Center for Sustainability & the Global Environment, Nelson Institute for Environmental Studies; specializes in land-use/land-cover change, largely through GIS & remote sensing; recent concentration on urban environments & peri-urban land-use change in SE Asia, especially in Ho Chi Minh City, as well as western China; collaborated with I. Baird (see above) & J. Fox (East-West Center) on NASA-funded project, "Forest, Agricultural, & Urban Transition in Mainland SE Asia: Synthesizing Knowledge & Developing Theory," 2014-15; teaches Geography courses on environmental remote sensing & land-use changes.



**SEIDMAN, GAY.** Consulting Faculty (since 2000)

Professor, Department of Sociology, UW-Madison

PhD (1990), Sociology, U of California, Berkeley

Specializes in the sociology of economic change & development, with emphasis on labor, gender, social & political movements & collective action, demography (especially migration); primary research areas in African & Latin America; past-director of UW's African Studies Program; through Sociology & Development Studies, works closely with SE Asia faculty & graduate students in SE Asian studies, serving as the chair of 2 recent doctoral dissertations, one on Philippines & one on Vietnam; teaches courses in Sociology on labor, migration, & development with SE Asia content; leading figure in UW's International Division; currently serving on 3 doctoral dissertation committees in Sociology focused on SE Asia (Philippines, Thailand, & Singapore).

**SOLHEIM, KAREN D.** Consulting Faculty (since 2014)

Clinical Professor & Director of Global Health (since 2014), School of Nursing, UW-Madison

RN & PhD in Nursing

Research interest in Thailand, originating from her work in SE Asian refugees camps on the Thai border with Laos & Cambodia in the 1970s; broad experience as nurse practitioner, researcher, educator, & international consultant; considerable experience working with NGO work with refugees & displaced peoples in several countries; assisted in development of community health HIV/AIDS program in Cambodia; since 2007, with colleagues in Pharmacy (C. Kraus) & Medical School (J. Conway), as part of UW's Global Health Institute & in collaboration with the Faculty of Public Health at Mahidol University, established an exchange program focused on the study of health & disease in Thailand, involving students & faculty of both universities in shared research & clinical practices; in addition, co-teaches the interdisciplinary field course PHS 644, *Health & Disease in Thailand*; faculty in L&S departments a frequently invited to participate in these course & returning students from these courses often pursue other SE Asia courses, as well as Thai language training.

**TULI, SACHIN.** Consulting Faculty (since 2013)

Faculty Associate, School of Business

MS, Higher Education Administration, School of Education; BBA, Marketing, UW School of Business

Previously Assistant Director, UW's Center for International Business Education & Research (CIBER), 2002-2006; Director, International Programs in the Business School (2007-2012); specializes in international marketing & business education; key administrator in the development of international business initiatives at UW; active in the expansion of overseas study & exchange programs, including in Vietnam; organized & led international study tours for the Evening & Executive MBA Programs; considerable overseas experience in Europe, Central America, & Asia (including Vietnam & Thailand); currently teaches IB 200 (a survey course, with 25% SE Asia content) offered each semester, & represents the Business School in the International Division & in a range of activities & programs on campus.

**VANG, PA DER.** Affiliated Scholar (since 2012)

Associate Professor, Social Work, St. Catherine University, St. Paul, Minnesota

PhD (2007) and MS (2003), Social Work, U of Minnesota; BA (2000), Sociology, UW-Madison

Active member of UW-U of Minnesota Hmong Studies Consortium (since 2012); specializes on migration, life experiences & acculturation processes of Hmong Americans, with an emphasis on social justice & empowerment issues; selected publications: "Constructing 'Hmong American Youth': A Critical Discourse Analysis of 25 Years of Academic Literature," with K. Moua (*Child & Youth Services*, 36, 2015); "Hmong, Acculturation, & Mental Health" (*Journal of Hmong Studies*, 15, 2015); & "Teenage Marriage among Hmong American Women," with P. Her (*Journal of Human Behavior & the Social Environment*, 24, 2014).

### 3. CSEAS ADMINISTRATIVE STAFF

**MCCOY, ALFRED W.** (100%: see above under Core Faculty and Teaching Staff)  
Center Director, CSEAS (since 2016)

**CULLINANE, MICHAEL** (100%: see above under Core Faculty and Teaching Staff)  
Associate Director & FLAS Coordinator, CSEAS (since 1991)

**MCCOY, MARY P.** (100%: see above under Core Faculty and Teaching Staff)  
Outreach Coordinator, CSEAS (since 2011)

**MOORE, JINDA** (100% SE Asia concentration)

SEASSI Coordinator (since 2016)

MA (2014) and BA (2009), SE Asian Studies, UW-Madison.

Near native speaker of Thai, with intermediate proficiency in Lao; considerable residence in Thailand, as well as travel to other parts of SE Asia; MA research on modern Thai fiction, with emphasis on modern literature of Isan; previously employed by UW Library, with experience in area collections, especially SE Asia; serves as the primary administrator for SEASSI.

**LUCHT, FELECIA** (25% SE Asia concentration)

Director, Wisconsin Intensive Language Institute (WISLI, since 2017)

PhD (2007), German Linguistics & SLA, UW-Madison; MA (1997), International Affairs, American U; BA (1994), German & International Studies, UW-Stevens Point

Previously Asst Professor, Classical & Modern Languages, Wayne State U; has taught German at Wayne State, Michigan State, & UW-Madison; specialist in linguistic & applied linguistics & SLA, with considerable experience in building & implementing effective language programs, with increasing expertise in LCTLs and Distance Language technologies; author of “Older Immigrant Languages” in *Wisconsin Talk*, ed by T Purnell, et al (UW Press, 2013); co-author of “Creating & Making Meaning Through Modality,” *Die Unterrichtspraxis/Teaching German*, 51(1), 2017; supervises the development & implementation of the Association for Asian Studies (AAS) *Language Database*, an AAS-Henry Luce Foundation project to establish a single site for Asian languages taught in the US, including DL opportunities ([aaslanguage-database.wisc.edu](http://aaslanguage-database.wisc.edu)); chaired the Presidential Panel organized by AAS President K Bowie, to launch the database and to promote use of DL for Asian LCTLs; works closely with SEASSI and coordinates UW support for the institute.

## **APPENDIX B**

### **CSEAS Courses Offerings and Enrollments, 2016-2019**

CSEAS Non-Language Enrollments 2016-2019	1
CSEAS Academic Year Language Enrollments 2016-2019	4
SEASSI Language Enrollments Summer 2016-2018	6

# COURSE OFFERINGS AND ENROLLMENTS, 2016-2019

## CSEAS Non-Language Enrollments 2016-2019

Dept. and Course No.	Title & Course Description	SE Asia Content	Instructor	Sem	Cr Hrs	Enrollments		
						UG	G	S*
Agriculture and Applied Economics (AAE)								
374	Growth & Development of Nations in the Global Economy	25%	Coxhead	19-Spring	3			
473	Economic Growth & Development in SE Asia		Coxhead	16-Fall	3	36	3	0
473	Economic Growth & Development in SE Asia		Coxhead	19-Spring	3			
Anthropology (Anthro)								
104	Cultural Anthropology & Human Diversity	25%	Camal	16-Fall	4	303	0	1
104	Cultural Anthropology & Human Diversity	25%	Camal	17-Fall	4	347	0	1
104	Cultural Anthropology & Human Diversity	25%	TBA	18-Fall	4			
310	Archaeology of War & Human Nature	33%	Kim	16-Fall	3	29	5	2
310	Archaeology Exploration: East & SE Asia		Kim	18-Fall	3			
322	Origins of Civilization	33%	Kim	17-Spring	3	31	4	6
330	Peoples & Cultures of Mainland SE Asia		Bowie	19-Spring	3			
350	Political Anthropology	33%	Bowie	18-Fall	3			
490	Seminar: Ancient Cities	33%	Kim	17-Spring	3	16	0	0
942	Origin of Social Inequality	33%	Kim	16-Fall	3	0	10	0
Asian American Studies (Asian Am)								
101	Introduction to Asian American Studies	25%	Jew	16-Fall	3	27	0	0
101	Introduction to Asian American Studies	25%	Jew	17-Spring	3	67	0	0
101	Introduction to Asian American Studies	25%	Jew	17-Fall	3	30	0	0
101	Introduction to Asian American Studies	25%	Jew	18-Spring	3	55	0	0
101	Introduction to Asian American Studies	25%	Jew	18-Fall	3			
101	Introduction to Asian American Studies	25%	Jew	19-Spring	3			
160	Asian American History: Movement and Dislocation	25%	Cheng	16-Fall	4	298	0	1
160	Asian American History: Movement and Dislocation	25%	Cheng	18-Fall	4			
240	Hmong Refugee History		Moua	18-Spring	3	29	0	0
246	SE Asian Refugees of the Cold War		Cullinane	17-Spring	3	[82]	0	[6]
246	SE Asian Refugees of the Cold War		Cullinane	18-Spring	3	[84]	[3]	0
246	SE Asian Refugees of the Cold War		Cullinane	19-Spring	3			
540	Special Topics: The Hmong Experience		Moua	17-Fall	3	26	1	0
540	Special Topics: The Hmong Experience			18-Fall	3			
Asian Languages & Cultures (ALC)								
100	Gateway to Asia	25%	Cerulli/Ridgely	18-Fall	3			
206	Introduction to the Qur'an	33%	Gade	18-Fall	4			
244	Introduction to SE Asia		Cullinane	16-Fall	4	[57]	[8]	0
244	Introduction to SE Asia		Cullinane	17-Fall	4	[47]	0	[8]
244	Introduction to SE Asia		Cullinane	18-Fall	4			
246	SE Asian Refugees of the Cold War		Cullinane	17-Spring	4	[82]	0	[6]
246	SE Asian Refugees of the Cold War		Cullinane	18-Spring	4	[84]	[3]	0
246	SE Asian Refugees of the Cold War		Cullinane	19-Spring	4			
300	Introduction to Islam in Asia	25%	Amstutz	18-Spring	3	8	1	0
300	Introduction to Islam in Asia	25%	Amstutz	19-Spring	3			
300	Student Movements in Asia	50%	Haberkorn	18-Fall	3			
300	Topics: Introduction to Thailand		Irwin	16-Summer	3	14	0	0
300	Topics: Introduction to Thailand		Irwin	17-Summer	3	19	0	0
308	Introduction to Buddhism	50%	Hansen	18-Spring	3	[66]	0	[11]
370	Islam: Religion & Culture	33%	Gade	17-Fall	3	32	5	2
370	Islam: Religion & Culture	33%	Gade	19-Spring	3			
403	SE Asian Literature in Translation		Haberkorn	19-Spring	3			
444	Introduction to Sufism	33%	Gade	16-Fall	3	7	4	3
630	Sem: Human Rights in Asia	50%	Haberkorn	18-Spring	3	8	1	0
630	Sem: Human Rights in Asia	50%	Haberkorn	19-Spring	3			
630	Sem: Communism, Anarchism and other Asian Lefts	50%	Haberkorn	18-Fall	3			
Communication Arts (Com Arts)								
310	Discourse of Dictators, Demagogues & Extremists	40%	McCoy, M	17-Spring	3	49	0	1
310	Discourse of Dictators, Demagogues & Extremists	40%	McCoy, M	17-Fall	3	93	4	1
310	Discourse of Dictators, Demagogues & Extremists	40%	McCoy, M	18-Fall	3			
470	Pol. Discourse: Rhetoric of Modern Democratic Revolutions	40%	McCoy, M	16-Fall	3	44	2	0
470	Pol. Discourse: Rhetoric of Modern Democratic Revolutions	40%	McCoy, M	18-Spring	3	49	0	0
470	Pol. Discourse: Rhetoric of Modern Democratic Revolutions	40%	McCoy, M	19-Spring	3			

<b>Curriculum and Instruction (Curric)</b>								
375	Globalization, World Regions, & Global Ed	25%	Hawkins	16-Fall	3	19	0	0
375	Globalization, World Regions, & Global Ed	25%	Hawkins	17-Fall	3	20	0	0
375	Globalization, World Regions, & Global Ed	25%	Hawkins	18-Fall	3			
375/675	Internationalizing Education	25%	Popkewitz	17-Spring	3	3	10	0
375/675	Internationalizing Education	25%	Popkewitz	19-Spring	3			
975	Academic Mentoring for International Students	25%	Li-Ching Ho	17-Spring	3	0	10	0
975	Global Conceptions of Citizenship	33%	Li-Ching Ho	18-Spring	3	0	3	0
975	Global Conceptions of Citizenship	33%	Li-Ching Ho	19-Spring	3			
975	Teaching of History & Other Social Sciences	33%	Li-Ching Ho	18-Fall	3			
<b>Dance (Dance)</b>								
421	Javanese Performance Repertory		Choy	19-Spring	2			
<b>Economics (Econ)</b>								
473	Economic Growth & Development in SE Asia		Coxhead	16-Fall	3	[36]	3	0
473	Economic Growth & Development in SE Asia		Coxhead	19-Spring	3			
<b>Environmental Studies (Envir St)</b>								
113	Environmental Stds: Humanistic Perspective	33%	Gade	16-Fall	3	181	2	0
270	Environment & Religion	33%	Gade	17-Fall	3	57	0	6
270	Environment & Religion	33%	Gade	18-Fall	3			
337	Nature, Power, & Society	33%	Baird	18-Spring	3	[42]	[1]	0
557	Development & Environment in SE Asia		Baird	17-Fall	3	[12]	[7]	0
<b>Geography (Geog)</b>								
244	Introduction to SE Asia		Cullinane	16-Fall	4	[57]	[8]	0
244	Introduction to SE Asia		Cullinane	17-Fall	4	[45]	0	[8]
244	Introduction to SE Asia		Cullinane	18-Fall	4			
337	Nature, Power, and Society	33%	Baird	18-Spring	3	42	1	0
337	Nature, Power, and Society	33%	Baird	19-Spring	3			
340	World Regions in Global Context	25%	Young	17-Spring	3	125	0	0
340	World Regions in Global Context	25%	Olds	18-Spring	3	171	2	1
340	World Regions in Global Context	25%	Olds	18-Summer	3			
340	World Regions in Global Context	25%	Olds	19-Spring	3			
358	Human Geography of SE Asia		Vue	17-Spring	3	13	2	0
358	Human Geography of SE Asia		Baird	18-Spring	3	17	2	1
557	Development & Environment in SE Asia		Baird	17-Fall	3	12	7	0
930	Sem: People-Environment Geography	50%	Baird	19-Spring	3			
<b>History (Hist)</b>								
160	Asian American History: Movement & Dislocation	25%	Cheng	16-Fall	4	[298]	0	[1]
160	Asian American History: Movement & Dislocation	25%	Cheng	18-Fall	4			
229	Migration, Culture & Conflict on Southern Seas	50%	Noseworthy	18-Summer	3			
244	Introduction to SE Asia		Cullinane	16-Fall	4	57	8	0
244	Introduction to SE Asia		Cullinane	17-Fall	4	47	0	8
244	Introduction to SE Asia		Cullinane	18-Fall	4			
246	SE Asian Refugees of the Cold War		Cullinane	17-Spring	3	82	0	6
246	SE Asian Refugees of the Cold War		Cullinane	18-Spring	3	84	3	0
246	SE Asian Refugees of the Cold War		Cullinane	19-Spring	3			
267	Asian Religions in Global Perspective	50%	Noseworthy	17-Fall	3	[38]	0	0
267	Asian Religions in Global Perspective	50%	Hansen	18-Fall	3			
276	Chinese Migration Since 1500	33%	Chan	17-Spring	3	29	0	0
278	Chinese Migration Since 1500	33%	Chan	19-Spring				
308	Introduction to Buddhism	50%	Hansen	18-Spring	3	66	0	11
308	Introduction to Buddhism	50%	Hansen	19-Spring	3			
319	The Vietnam Wars		McCoy, A	16-Fall	4	61	3	9
319	The Vietnam Wars		McCoy, A	17-Fall	4	63	4	24
319	The Vietnam Wars		McCoy, A	18-Fall	4			
438	Buddhism & Society in SE Asia		Hansen	19-Spring	3			
458	SE Asia since 1800		Riley	17-Spring	4	20	3	1
458	SE Asia since 1800		McCoy, A	19-Spring	4			
463	Topics in S Asian History	25%	Wink	16-Fall	3	8	1	0
463	Topics in S Asian History	25%	Wink	17-Spring	3	11	1	0
463	Topics in S Asian History	25%	Wink	18-Spring	3	10	1	1
600/755	Sem: Empire & Revolution in SE Asia		McCoy, A	16-Fall	3	8	8	1
600/755	Sem: CIA's Covert Wars		McCoy, A	17-Spring	3	16	0	0
600/755	Sem: Empire & Revolution in SE Asia		McCoy, A	17-Fall	3	8	6	0
600/755	Sem: CIA's Covert Wars		McCoy, A	18-Spring	3	14	2	1
600/755	Sem: Empire & Revolution in SE Asia		McCoy, A	18-Fall	3			
600/755	Sem: CIA's Covert Wars		McCoy, A	19-Spring	3			

706	Sem: Transnational Religion & Social Justice Movements	75%	Hansen	18-Spring	3			
706	Asian Migration & Diaspora	33%	Chan	18-Fall	3			
<b>Interdisciplinary Studies (ILS)</b>								
102	Vietnam: Music, Media & Mayhem		Werner	16-Fall	3	19	0	0
<b>International Business (Intl Bus)</b>								
200	International Business	25%	Tuli	16-Fall	3	137	0	0
200	International Business	25%	Tuli	17-Spring	3	164	0	0
200	International Business	25%	Tuli	17-Summer	3	19	0	0
200	International Business	25%	Tuli	17-Fall	3	113	0	0
200	International Business	25%	Tuli	18-Spring	3	129	0	0
200	International Business	25%	Tuli	18-Summer	3			
200	International Business	25%	Tuli	18-Fall	3			
<b>International Studies (Intl St)</b>								
101	Introduction to International Studies	25%	Young	16-Fall	4	195	0	0
101	Introduction to International Studies	25%	Young	17-Fall	4	174	0	0
101	Introduction to International Studies	25%	Young	18-Fall	4			
401	Emerging Human Rights Issues: East & SE Asia		Geran	18-Spring	3	12	1	0
401	Emerging Human Rights Issues: East & SE Asia		Geran	19-Spring	3			
601	Topics: International Criminal Justice	50%	Cruvellier	16-Fall	3	22	0	0
601	Topics: International Criminal Justice	50%	Cruvellier	17-Fall	3	23	0	0
<b>Microbiology (Microbio)</b>								
304	Biology of Microbiology Lab	-	Roll	16-Summer	2	14	0	0
304	Biology of Microbiology Lab	-	Roll	17-Summer	2	19	0	0
304	Biology of Microbiology Lab	-	Roll	18-Summer	2			
<b>Music</b>								
103	Introduction to Musical Cultures	25%	Richardson	17-Fall	3	149	0	6
103	Introduction to Musical Cultures	25%	Richardson	18-Fall	3			
361	Non-Western Music Performance: Javanese Gamelan		Laronga	18-Summer	1			
402	Musical Cultures-World	25%	Richardson	18-Spring	3	18	7	0
402	Musical Cultures-World	25%	Richardson	19-Spring	3			
<b>Political Science (Poli Sci)</b>								
244	Introduction to SE Asia		Cullinane	16-Fall	4	[57]	[8]	0
244	Introduction to SE Asia		Cullinane	17-Fall	4	[47]	0	[8]
244	Introduction to SE Asia		Cullinane	18-Fall	4			
322	Politics of SE Asia		Jung	18-Spring	3	24	2	0
328	Politics of East & Southeast Asia		Jung	18-Fall	3			
401	Islam & World Politics	50%	Jung	17-Spring	3	48	3	0
401	Islam & World Politics	50%	Jung	17-Fall	3	55	5	0
401	Islam & World Politics	50%	Jung	19-Spring	3			
401	International Development & Cooperation	25%	Jung	18-Summer	3			
<b>Population Health (Pop Hlth)</b>								
644	Sem: Global Health & Disease in SE Asia		Conway	17-Spring	1	9	12	0
644	Sem: Global Health & Disease in SE Asia		Conway	18-Spring	1	0	13	0
644	Sem: Global Health & Disease in SE Asia		Conway	19-Spring	1			
645	Public Health & Sustainable Development in Thailand		Koning	18-Summer	3			
<b>Public Affairs (Pub Affr)</b>								
974	Sem: Contemporary Issues in Development Policy	33%	Kozel	17-Spring	3	1	9	1
974	Sem: Contemporary Issues in Development Policy	33%	Kozel	19-Spring	3			
<b>Religious Studies (Relig St)</b>								
206	Introduction to the Qur'an	33%	Gade	18-Fall	4			
267	Asian Religions in Global Perspective	50%	Noseworthy	17-Fall	3	38	0	0
270	Environment & Religion	33%	Gade	18-Fall				
308	Introduction to Buddhism	50%	Hansen	18-Spring	3	[66]	[0]	[11]
308	Introduction to Buddhism	50%	Hansen	19-Spring	3			
370	Islam: Religion & Culture	33%	Gade	17-Fall	3	[32]	[5]	[2]
370	Islam: Religion & Culture	33%	Gade	19-Spring	3			
444	Introduction to Sufism	33%	Gade	16-Fall	3	[7]	[4]	[3]
<b>Sociology (Soc)</b>								
170	Population Problems	25%	Nobles	16-Spring	3	381	0	1
170	Population Problems	25%	Nobles	19-Spring	3			
244	Introduction to SE Asia		Cullinane	16-Fall	4	[57]	[8]	0
244	Introduction to SE Asia		Cullinane	17-Fall	4	[47]	0	[8]
244	Introduction to SE Asia		Cullinane	18-Fall	4			
444	Introduction to Sufism	33%	Gade	16-Fall	3	[7]	[4]	[3]

# CSEAS Academic Year Language Enrollments 2016-2019

Dept. and Course No.	Title & Course Description		Instructor	Sem	Cr Hrs	Enrollments		
						UG	G	S*
Asian Languages & Cultures (ALC)								
305	First Semester Filipino		Grepo	16-Fall	4	6	1	0
305	First Semester Filipino		Zamar	17-Fall	4	9	0	0
305	First Semester Filipino		TBA	18-Fall	4			
306	Second Semester Filipino		Zamar	17-Spring	4	2	1	0
306	Second Semester Filipino		Zamar	18-Spring	4	5	0	0
306	Second Semester Filipino		TBA	19-Spring	4			
405	Third Semester Filipino		Grepo	16-Fall	4	3	1	0
405	Third Semester Filipino		Zamar	17-Fall	4	1	1	0
405	Third Semester Filipino		TBA	18-Fall	4			
406	Fourth Semester Filipino		Zamar	17-Spring	4	3	1	0
406	Fourth Semester Filipino		Zamar	18-Spring	4	1	1	0
406	Fourth Semester Filipino		TBA	19-Spring	4			
307	First Semester Hmong		Lee	16-Fall	4	12	0	0
307	First Semester Hmong		Lee	17-Fall	4	21	0	0
307	First Semester Hmong		Lee	18-Fall	4			
308	Second Semester Hmong		Lee	17-Spring	4	15	0	0
308	Second Semester Hmong		Lee	18-Spring	4			
308	Second Semester Hmong		Lee	19-Spring	4			
407	Third Semester Hmong		Lee	16-Fall	4	14	0	0
407	Third Semester Hmong		Lee	17-Fall	4	13	0	0
407	Third Semester Hmong		Lee	18-Fall	4	17	0	0
408	Fourth Semester Hmong		Lee	17-Spring	4	14	0	0
408	Fourth Semester Hmong		Lee	18-Spring	4	10	0	0
408	Fourth Semester Hmong		Lee	19-Spring	4			
507	Fifth Semester Hmong		Lee	17-Fall	3	4	0	0
507	Fifth Semester Hmong		Lee	16-Fall	3	3	0	0
507	Fifth Semester Hmong		Lee	18-Fall	3			
508	Sixth Semester Hmong		Lee	17-Spring	3	3	0	0
508	Sixth Semester Hmong		Lee	18-Spring	3	3	0	0
508	Sixth Semester Hmong		Lee	19-Spring	3			
309	First Semester Indonesian		Hutami	16-Fall	4	4	0	4
309	First Semester Indonesian		Hutami	17-Fall	4	10	0	0
309	First Semester Indonesian		Hutami	18-Fall	4			
310	Second Semester Indonesian		Hutami	17-Spring	4	4	0	3
310	Second Semester Indonesian		Hutami	18-Spring	4	8	1	0
310	Second Semester Indonesian		TBA	19-Spring	4			
409	Third Semester Indonesian		Hutami	16-Fall	4	1	1	0
409	Third Semester Indonesian		Hutami	17-Fall	4	1	2	2
409	Third Semester Indonesian		TBA	18-Fall	4			
410	Fourth Semester Indonesian		Hutami	17-Spring	4	1	1	0
410	Fourth Semester Indonesian		Hutami	18-Spring	4	2	2	0
410	Fourth Semester Indonesian		TBA	19-Spring	4			
509	Fifth Semester Indonesian		Estiningsih	16-Fall	3	3	2	1
509	Fifth Semester Indonesian		Barnard	17-Fall	3	3	1	0
509	Fifth Semester Indonesian		Barnard	18-Fall	3			
510	Sixth Semester Indonesian		Estiningsih	17-Spring	3	2	1	0
510	Sixth Semester Indonesian		Barnard	18-Spring	3	2	1	0
510	Sixth Semester Indonesian		Barnard	19-Spring	3			
317	First Semester Thai		Surasin	16-Fall	4	7	1	1
317	First Semester Thai		Peyasantiwong	17-Fall	4	6	1	0
317	First Semester Thai		Peyasantiwong	18-Fall	4			
318	Second Semester Thai		Peyasantiwong	17-Spring	4	4	1	0
318	Second Semester Thai		Peyasantiwong	18-Spring	4	1	1	0
318	Second Semester Thai		Surasin	19-Spring	4			
417	Third Semester Thai		Surasin	16-Fall	4	3	3	0
417	Third Semester Thai		Peyasantiwong	17-Fall	4	3	0	0
417	Third Semester Thai		Peyasantiwong	18-Fall	4			
418	Fourth Semester Thai		Peyasantiwong	17-Spring	4	2	3	1
418	Fourth Semester Thai		Peyasantiwong	18-Spring	4	2	0	0
418	Fourth Semester Thai		Surasin	19-Spring	4			
517	Fifth Year Thai		Surasin	16-Fall	3	0	2	0
517	Fifth Year Thai		Peyasantiwong	17-Fall	3	2	4	0
517	Fifth Year Thai		Peyasantiwong	18-Fall	3			

518	Sixth Year Thai		Peyasantiwong	17-Spring	3	0	1	0
518	Sixth Year Thai		Peyasantiwong	18-Spring	3	2	3	0
518	Sixth Year Thai		Surasin	19-Spring	3			
319	First Semester Vietnamese		Dinh	16-Fall	4	9	0	0
319	First Semester Vietnamese		Dinh	17-Fall	4	13	0	0
319	First Semester Vietnamese		Dinh	18-Fall	4			
320	Second Semester Vietnamese		Dinh	17-Spring	4	3	0	0
320	Second Semester Vietnamese		Dinh	18-Spring	4	8	1	0
320	Second Semester Vietnamese		Dinh	19-Spring	4			
419	Third Semester Vietnamese		Dinh	16-Fall	4	6	1	0
419	Third Semester Vietnamese		Dinh	17-Fall	4	2	1	0
419	Third Semester Vietnamese		Dinh	18-Fall	4			
420	Fourth Semester Vietnamese		Dinh	17-Spring	4	3	1	0
420	Fourth Semester Vietnamese		Dinh	18-Spring	4	2	1	0
420	Fourth Semester Vietnamese		Dinh	19-Spring	4			
519	Fifth Semester Vietnamese		Dinh	16-Fall	3	2	0	0
519	Fifth Semester Vietnamese		Dinh	17-Fall	3	2	1	0
519	Fifth Semester Vietnamese		Dinh	18-Fall	3			
520	Sixth Semester Vietnamese		Dinh	17-Spring	3	2	0	0
520	Sixth Semester Vietnamese		Dinh	18-Spring	3	3	0	0



## SEASSI Language Enrollments Summer 2016-2018

Dept. and Course No.	Title & Course Description		Instructor	Sem	Cr Hrs	Enrollments		
						UG	G	S*
Asian Languages & Cultures (ALC)								
303-304	First & Second Semesters Burmese		Hla	16-Summer	8	0	8	0
303-304	First & Second Semesters Burmese		Hnin Tun	17-Summer	8	2	4	4
303-304	First & Second Semesters Burmese		Hnin Tun	18-Summer	8			
403-404	Third & Fourth Semesters Burmese		Hla	16-Summer	8	1	5	0
403-404	Third & Fourth Semesters Burmese		Hnin Tun	17-Summer	8	0	0	3
403-404	Third & Fourth Semesters Burmese		Hnin Tun	18-Summer	8			
503-504	Fifth & Sixth Semester Burmese		Hnin Tun	17-Summer	6	0	1	1
503-504	Fifth & Sixth Semester Burmese		Hnni Tun	18-Summer	6			
305-306	First & Second Semesters Filipino		Zamar	16-Summer	8	1	6	0
305-306	First & Second Semesters Filipino		Zamar	17-Summer	8	2	1	0
305-306	First & Second Semesters Filipino		Zamar	18-Summer	8			
405-406	Third & Fourth Semesters Filipino		Zamar	16-Summer	8	0	3	0
405-406	Third & Fourth Semesters Filipino		Zamar	17-Summer	8	2	1	0
405-406	Third & Fourth Semesters Filipino		Zamar	18-Summer	8			
505-506	Fifth & Sixth Semester Filipino		Zamar	17-Summer	6	1	0	0
505-506	Fifth & Sixth Semester Filipino		Zamar	18-Summer	6			
307-308	First & Second Semesters Hmong		Lee	16-Summer	8	0	0	1
407-408	Third & Fourth Semesters Hmong		Lee	16-Summer	8	3	0	0
407-408	Third & Fourth Semesters Hmong		Lee	17-Summer	8	3	2	1
407-408	Third & Fourth Semesters Hmong		Lee	18-Summer	8			
507-508	Fifth & Sixth Semesters Hmong		Lee	16-Summer	6	0	1	0
309-310	First & Second Semesters Indonesian		Liwe	16-Summer	8	3	4	1
309-310	First & Second Semesters Indonesian		Liwe	17-Summer	8	2	6	0
309-310	First & Second Semesters Indonesian		Liwe	18-Summer	8			
409-410	Third & Fourth Semesters Indonesian		Liwe	16-Summer	8	0	2	0
509-510	Fifth & Sixth Semesters Indonesian		Liwe	16-Summer	6	0	2	1
509-510	Fifth & Sixth Semesters Indonesian		Liwe	17-Summer	6	1	6	2
509-510	Fifth & Sixth Semesters Indonesian		Liwe	18-Summer	6			
313-314	First & Second Semesters Khmer		Smith	16-Summer	8	0	3	2
313-314	First & Second Semesters Khmer		Hul	17-Summer	8	0	4	1
313-314	First & Second Semesters Khmer		Chhath	18-Summer	8			
413-414	Third & Fourth Semesters Khmer		Smith	16-Summer	8	1	1	1
413-414	Third & Fourth Semesters Khmer		Hul	17-Summer	8	2	4	0
413-414	Third & Fourth Semesters Khmer		Chhath	18-Summer	8			
513-514	Fifth & Sixth Semesters Khmer		Smith	16-Summer	6	0	2	1
513-514	Fifth & Sixth Semesters Khmer		Hul	17-Summer	6	1	0	0
317-318	First & Second Semesters Thai		Peyasantiwong	16-Summer	8	0	8	1
317-318	First & Second Semesters Thai		Peyasantiwong	17-Summer	8	2	1	0
317-318	First & Second Semesters Thai		Peyasantiwong	18-Summer	8			
417-418	Third & Fourth Semesters Thai		Peyasantiwong	16-Summer	8	0	1	0
417-418	Third & Fourth Semesters Thai		Peyasantiwong	17-Summer	8	0	2	2
417-418	Third & Fourth Semesters Thai		Peyasantiwong	18-Summer	8			
517-518	Fifth & Sixth Semesters Thai		Peyasantiwong	16-Summer	6	0	2	0
517-518	Fifth & Sixth Semesters Thai		Peyasantiwong	17-Summer	6	1	2	0
517-518	Fifth & Sixth Semesters Thai		Peyasantiwong	18-Summer	6			
319-320	First & Second Semesters Vietnamese		Tran	16-Summer	8	2	4	3
319-320	First & Second Semesters Vietnamese		Dinh	17-Summer	8	1	7	0
319-320	First & Second Semesters Vietnamese		Dinh	18-Summer	8			
419-420	Third & Fourth Semesters Vietnamese		Tran	16-Summer	8	2	3	0
419-420	Third & Fourth Semesters Vietnamese		Dinh	17-Summer	8	4	3	0
419-420	Third & Fourth Semesters Vietnamese		Dinh	18-Summer	8			
519-520	Fifth & Sixth Semesters Vietnamese		Tran	16-Summer	6	1	3	0
519-520	Fifth & Sixth Semesters Vietnamese		Dinh	17-Summer	6	2	1	0
519-520	Fifth & Sixth Semesters Vietnamese		Dinh	18-Summer	6			

## **APPENDIX C**

### **CSEAS, PERFORMANCE MEASURE FORMS**

**Goal #1:** Increase the number of SE Asia specialists to meet national needs, with an emphasis on careers in government, business, and the non-profit sector.

**Goal #2:** Increase knowledge of, and interest in, Southeast Asia among Wisconsin K-16 teachers and students, and facilitate incorporation of Southeast Asia-centered materials into K-16 course curricula.

**Goal #3:** Aid K-12 teachers in developing Southeast Asia-focused curricula in coordination with the Wisconsin Department of Public Instruction's "roll-out" program introducing newly released 2018 State Mandated Standards for Social Studies.

**Goal #4:** Assist Madison College in expanding Undergraduate Certificate Programs in Area and International Studies, supporting their faculty in developing Southeast Asia-focused curricula and encouraging more students to develop Area Studies interests and later enter 4-Year Degree Programs in SE Asian Studies.

**Project Goal #1 – Increase the number of SE Asia specialists to meet national needs, with an emphasis on careers in government, business, and the non-profit sector (Absolute Priority 2).**

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Increase number of undergraduate students in the Certificate in SE Asia through collaboration with International Studies (IS) & International Academic Programs (IAP) – Study Abroad.	1a. Work with IS Program to promote enrollment in SE Asia Certificate program among IS majors at UW.	1ai. Number of students in IS who complete the SE Asia Certificate (non-cumulative)	Annual	IS & CSEAS institutional records	0	5	5	5	5
	1b. Work with IAP to promote enrollment in SE Asia Certificate program among students participating in study abroad in SE Asia.	1bi. Number of students who study abroad in SE Asia who complete the SE Asia Certificate (non-cumulative)	Annual	IAP & CSEAS institutional records	0	5	5	5	5
PM2. Increase number of CSEAS graduates who obtain jobs in government, business, & the nonprofit sector.	2a. Increase FLAS and CSEAS Fellowships for MA applicants as a recruitment initiative.	2ai. Number of MA students receiving FLAS and CSEAS Fellowships (non--cumulative)	Annual	CSEAS institutional records	0	3	3	3	3
		2aii. Number of CSEAS MA alumni who obtain jobs in government, business, and nonprofit sector. (non-cumulative)	Annual (post-graduation of targeted cohorts)	CSEAS institutional & alumni records & ASAS-2	0	N/A	N/A	2	2

**Project Goal #2 – Increase knowledge of, and interest in, Southeast Asia among Wisconsin K-16 teachers and students, and facilitate incorporation of Southeast Asia-centered materials into K-16 course curricula (CPP 1, CPP 2).**

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Provide Professional Development Workshops for K-16 teachers from across Wisconsin to increase knowledge of, and interest in, Southeast Asia, and facilitate incorporation of SEAsia-centered materials into K-16 course curricula.	1a. Host K-12 professional development workshops focused on SEAsia. (cumulative)	1ai. Number of workshops hosted	Annually	CSEAS institutional records	0	1	2	3	4
		1aii. Number of participants	Annually	CSEAS institutional records	0	10-15	15-20	20-25	25-30
		1aiii. Number of participants who incorporate SEAsia content into their curricula	Annually	Follow-up questionnaire (including, emails, notes, etc.)	0	5	10	15	20
	1b. Promote and host 4-year college professional development workshops focused on SEAsia through <b>Global Connections</b> . (cumulative)	1bi. Number of workshops hosted	Annually	CSEAS institutional records	0	1	2	3	4
		1bii. Number of participants who attend	Annually	CSEAS / IRIS institutional records	0	10-15	15-20	20-25	25-30
		1biii. Number of participants who incorporate SEAsia content into their curricula	Annually	Follow-up questionnaire (including emails, notes, etc.)	0	5	10	15	20

**Project Goal #3 – Aid K-12 teachers in developing Southeast Asia-focused curricula in coordination with the Wisconsin Department of Public Instruction’s “roll-out” program introducing newly released 2018 State Mandated Standards for Social Studies (CPP 2).**

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Create Southeast Asia-focused curriculum materials tailored to help K-12 teachers meet new Wisconsin State Mandated Standards for Social Studies	1a. Attend Wisconsin Department of Public Instruction meetings and workshops to become familiar with the new standards (non-cumulative)	1ai. Number of meetings/workshops attended	Ongoing	CSEAS institutional records	0	2	1	1	1
	1b. Work with WDPI, master teachers, & curriculum development specialists to create K-12 lesson materials that meet the new standards. Further develop materials in K-12 professional development workshops. (cumulative)	1bi. Number of lesson materials created	Ongoing	CSEAS and WDPI institutional records	0	0	5-10	10-15	15-20
PM2. Disseminate SE Asia-focused curriculum materials that meet Wisconsin’s new Standards for Social Studies to K-12 pre-service and in-service teachers.	2a. Introduce lesson materials at K-12 professional development workshops in Y2, Y3 & Y4. (cumulative)	2ai. Number of pre-service and in-service teachers reached	Ongoing	CSEAS institutional records	0	0	20	40	60
	2b. Upload lesson materials to K-12 educator resource websites. (cumulative)	2bi. Number of visitors to resource sites	Ongoing	WDPI website statistics	0	0	40	60	80
	2c. Place lesson materials on file for UW-Madison School of Education students (pre-service teachers) to access.	2ci. Number of visitors who access lesson files	Ongoing	UW School of Education institutional records	0	0	40	60	80

**Project Goal #4 – Assist Madison College in expanding Undergraduate Certificate Programs in Area and International Studies, supporting their faculty in developing Southeast Asia-focused curricula and encouraging more students to develop Area Studies interests and later enter 4-Year Degree Programs in SE Asian Studies (CPP 1, CPP 2).**

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Collaborate with Madison College (MC) to expand the <i>Passport Program</i> that opens CSEAS gateway courses & SE Asian LCTLs to MC Global Studies Certificate students (see 9.B.2(2)).	1a. Promote Madison College's global engagement events to increase awareness of its international education opportunities, particularly its Global Studies Certificate and the <i>Passport Program</i> .	1ai. Increase in number of students who take UW-Madison courses through the <i>Passport Program</i> (cumulative)	Annually	MC and UW institutional records	0	1	2	4	6
PM2. Support Madison College instructors in developing projects to internationalize their curricula.	2a. Fund \$2,000 faculty mini-grants to support Madison College instructors in internationalizing their curricula, including building new assignments and units within existing courses and developing new courses that link to global learning outcomes.	2ai. Number of mini-grant awardees (cumulative)	Annually	CSEAS institutional records	0	2	4	6	8

PM3. Support promotion and delivery of programming for Madison College's professional development events promoting the integration of international content into course curricula.	3a. Advertise and recruit participants for MC's annual international institutes and for the Wisconsin Institute for Peace and Conflict Studies Annual Conference, to be hosted by Madison College in Spring 2020.	3a. Number of participants (cumulative)	Annually	MC institutional records	0	20	40	60	80
	3b. Provide MC with specialists to give presentations for institutes and conferences.	3b. Number of CSEAS specialist participants	Annually	CSEAS institutional records	0	2	4	6	8

## **APPENDIX D**

### **CSEAS, LETTERS OF SUPPORT**

1. Letter from the College of Menominee Nation, Sustainable Development Institute.
2. Letter from the Nelson Institute for Environmental Studies, University of Wisconsin-Madison.
3. Letter from Madison College (Madison Area Technical College).
4. Letter from Chippewa Valley Technical College.





# College of Menominee Nation

June 14, 2018

Guido Podestá,  
Vice Provost and Dean, International Division  
University of Wisconsin-Madison  
Office of the Provost  
Bascom Hall  
500 Lincoln Drive  
Madison, Wisconsin 53706  
University of Wisconsin Madison

Re: CMN SDI Letter of Support for UW Madison NRC Proposal to U.S Department of Education

Posoh (Hello) Dr. Podestá

As Director of the Sustainable Development Institute at the College of Menominee Nation I am writing to express my strong support for the UW Madison National Resource Centers application to the U.S. Department of Education Title VI competition. In the past few years we have collaborated with UW Madison in hosting international exchanges on CMN campus, at UW Madison events, and other events such as the UN Permanent Forum on Indigenous Peoples Issues. These activities provide opportunities for CMN, SDI and Menominee community members to learn more about other indigenous communities, which creates a better understanding to address issues common to our communities. Through the new proposal we hope to continue to build on these partnerships and opportunities to advance CMN SDI capacity to create and support exchanges with Indigenous communities from around the world on issues of sustainability.

If you have any questions please do not hesitate to contact me at 715/799-6226 or by e-mail [ccaldwell@menominee.edu](mailto:ccaldwell@menominee.edu).

Respectfully,

Christopher M. Caldwell,  
Director of Sustainable Development Institute  
College of Menominee Nation

Cc: Dr. Paul Trebian, President, College of Menominee Nation

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June 14, 2018

Guido Podesta  
Dean, The International Division

The Native Nations - UW Working Group was established in 2016 to foster collaborative research, teaching and outreach activities among the 11 Wisconsin Tribes, the University of Wisconsin - Madison, and University of Wisconsin Extension.

As coordinators of the Working Group we strongly support the proposals of the National Resource Centers on campus to the U.S. Department of Education Title VI competition to work with the Tribal Colleges in Wisconsin, particularly the College of Menominee Nation, to incorporate international, intercultural, or global dimensions into their curriculum. We will be building on three years of successful activities and a vibrant dialogue among all the partners and we look forward to continue working with the NRCs to achieve such goals.

Best wishes,

Paul Robbins  
Director

**Nelson Institute for Environmental Studies**

University of Wisconsin-Madison Science Hall 550 N Park Street Madison, WI 53706 [nelson.wisc.edu](http://nelson.wisc.edu)

Director's Office Phone: 608-265-5296 Fax: 608-262-0014

Academic Programs Office Phone: 608-262-5096 Fax: 608-262-2273



Jack E. Daniels, III, Ph.D., President

June 8, 2018

Dear Vice Provost Podestá:

Madison College is extremely pleased to support the University of Wisconsin-Madison (UW-Madison) proposals for U.S. Department of Education Title VI National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) grants. Madison College, a Title VI UISFL institution, is proud to partner with UW-Madison's International Division and the Institute for Regional and International Studies (IRIS) and its several area studies centers in a number of mutually beneficial efforts that extend across a spectrum of curriculum programming, events, and developmental opportunities that model the spirit and purpose of Title VI. I want to highlight just a few of these as irreplaceable contributions to Wisconsin's international learning community:

- A cornerstone of our partnership is the *Global Studies Passport* program – a collaborative agreement that increases international studies and language-learning opportunities for Madison College students who enroll in the Interdisciplinary Global Studies Certificate curriculum. The initiative, started in January of 2016, offers a pathway to expand student learning in the international fields of study and cultivate interest in the future completion of area studies and foreign language degrees. *Passport* provides incentives for Madison College students to enroll in globally oriented courses by providing dual credit at both institutions. Recently, we have worked together to streamline enrollment actions and work directly with classroom instructors to ensure available seats for Madison College students in UW-Madison courses. This renewed vigor should increase the number of participants as a pathway to heightened success.
- Madison College remains an enthusiastic stakeholder in the Wisconsin Language Roadmap Initiative, an effort headed by the UW-Madison Language Institute, the Department of Public Instruction, and the Wisconsin Economic Development Corporation. The Language Roadmap strengthens and expands language education in Wisconsin in a strategic framework that provides a coherent plan to match resources to opportunities and needs. An emerging pillar of this initiative is a partnership that allows Madison College students to participate in the Wisconsin Intensive Summer Language Institute (WISLI). This collaboration, once mature, will render many benefits to both institutions -- offering stipends and scholarships to support participating Madison College students while streamlining the program requirements to meet local community college students' unique living and learning circumstances.
- We also are very gratified to continue working with UW-Madison as co-sponsors for the annual International Institute for faculty members of the Wisconsin Technical College System. The International Institute is a forum in which Madison College hosts workshops to strengthen opportunities to integrate international perspectives and comparative global cultures into two-year college classrooms. This program brings together nearly 100 Madison College and other WI Technical College System faculty from around the state for a valuable day of shared learning that places international awareness at the forefront of our teaching repertoire.



- Beginning in 2019, IRIS and other area studies centers are dedicating competitive mini-grants to Madison College and other Wisconsin Technical College System faculty to support efforts to internationalize curricula. These grants, competitively awarded via a jointly administered proposal process, will offer a much-needed means of promoting academic interest in international studies and foreign language education among community college students while invigorating faculty's intellectual pursuits and growth in the global arena.
- In addition to the highlighted programs above, Madison College and UW-Madison have been engaged in rich and substantive collaboration on numerous other initiatives for more than a decade including joint conferences and workshops, shared study abroad opportunities, development of shared Chinese and Arabic language curriculum, International Education Week activities, guest speakers, and faculty professional development.

Madison College welcomes the opportunity to collaborate with UW-Madison on these and other projects and specifically commits to support these initiatives including the following actions and activities:

- Grow enrollment in the *Passport* program through recruitment, promotion and collaboration with IRIS units;
- Recruit, promote, and foster language study dual enrollment and transfer, with particular focus on less commonly taught languages and the Wisconsin Intensive Summer Language Institute (WISLI);
- Collaborate with UW-Madison centers in hosting the annual Madison College International Education Institute;
- Collaborate on a joint proposal and review process to administer faculty mini-grants for international education initiatives;
- Provide documentation of all activities and use of funds in compliance with federal regulations and guidelines.

In summary, Madison College is pleased to support a highly robust and valuable relationship with UW-Madison's International Division and are committed to the initiatives above. This relationship will continue to pay dividends as we work in partnership to broaden students' intellectual horizons and encourage them to consider pursuing degree programs in international studies and foreign languages. The Title VI National Resource Center grants in the International and Area Studies and Foreign Language fields are invaluable to these efforts. On behalf of the Madison College community and the entire State of Wisconsin's Technical College System, I offer my wholehearted support to UW-Madison's several proposals for National Resource Center grants to enable and sustain these irreplaceable initiatives.

Sincerely,



Jack E. Daniels, III, Ph.D.  
President



Eau Claire Campuses

Clairemont  
West  
Gateway

620 W. Clairemont Ave.  
Eau Claire, WI 54701-6162  
715-833-6200  
Fax 715-833-6470  
[www.cvtc.edu](http://www.cvtc.edu)

June 15, 2018

Alfred McCoy  
Center for Southeast Asian Studies  
University of Wisconsin-Madison  
1155 Observatory Dr.  
Madison, WI 53705

Dear Dr. McCoy,

On behalf of the Chippewa Valley Technical College (CVTC), I am writing to express strong support for the application by UW-Madison's Center for Southeast Asian Studies (CSEAS) for the U.S. Department of Education's Title VI competition. CSEAS is partnering with CVTC, other regional postsecondary institutions, and regional school districts in CVTC's application for a Fulbright-Hays Group Project Abroad Short-Term Seminar Project, proposing to take a group of 12 secondary and postsecondary educators to Thailand for four weeks in Summer 2019.

CVTC's goal in planning this project is to improve Hmong historical and cultural understanding among secondary and postsecondary educators and expand support of the region's Hmong population through a study travel and immersion experience in Thailand. CSEAS will support this project through providing assistance to participants at all phases, including: pre-departure presentations, language instruction, literature, and other resources; recommendations, contacts, and guidance for in-country travel; opportunities for professional development and project learning dissemination in the post-travel phase; and serving in a general advisory capacity to the Project Director throughout the project.

If you have any questions, please contact me at [jfurstbowe@cvtc.edu](mailto:jfurstbowe@cvtc.edu) or 715-858-1857.

Sincerely,

A handwritten signature in black ink that reads 'Julie Furst-Bowe'.

Julie Furst-Bowe  
Vice President of Instruction

**An affirmative action  
employer and educational  
institution.**

**Bruce A. Barker  
President**

## FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://www.Grants.gov) Part III/Other Attachments Form)

### **Type of Application (check all that apply)**

- ☒ Comprehensive National Resource Center  
☐ Undergraduate National Resource Center  
☒ Foreign Language and Area Studies Fellowships

### **Federal Funds Requested**

#### NRC Request

Year 1: \$264,779 Year 2: \$269,335 Year 3: \$268,006 Year 4: \$268,860

#### FLAS Request

Year 1: \$336,000 Year 2: \$336,000 Year 3: \$336,000 Year 4: \$336,000

### **Type of Applicant**

☒ Single institution University of Wisconsin-Madison National Resource Center for Southeast Asian Studies

☐ Consortium of institutions

- ☐ Lead \_\_\_\_\_  
☐ Partner 1 \_\_\_\_\_  
☐ Partner 2 \_\_\_\_\_  
☐ Partner 3 \_\_\_\_\_

### **NRC (Center, Institute, Program) Focus**

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- |  |  |
|--|--|
| <input type="checkbox"/> AFRICA                          | <input type="checkbox"/> MIDDLE EAST                     |
| <input type="checkbox"/> CANADA                          | <input type="checkbox"/> PACIFIC ISLANDS                 |
| <input type="checkbox"/> EAST ASIA/PAN ASIA              | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE                          | <input type="checkbox"/> SOUTH ASIA                      |
| <input type="checkbox"/> INTERNATIONAL                   | <input checked="" type="checkbox"/> SOUTHEAST ASIA       |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE                  |

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Burmese, Filipino, Hmong, Indonesian, Khmer, Lao, Thai, Vietnamese

National Resource Centers (NRC) Program  
Foreign Language and Area Studies Fellowships (FLAS) Program

**Information to Meet §602(e) Statutory Requirements**

1. *How the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs*

Our principled response to this question is that UW-Madison is motivated by the drive to advance knowledge across a wide spectrum of fields of study and research agendas. By clear definition, the scholarly advancement of knowledge *requires* weighing competing perspectives to arrive at provisional truths that are then retested and considered prior to reaching evidence-based conclusions. Further, the pursuit of knowledge demands the recognition that provisional truths are themselves never sacrosanct and must continually be tested and retested by the consideration of evidence that would revise or even replace extant conclusions and imply an amended understanding of the world around us.

UW-Madison's hallmark as one of the country's historic research institutions is that we remain acutely aware of the limitations of our own knowledge and constantly and ambitiously seek all viewpoints to more completely understand the world's challenges and opportunities. In 1894, at a meeting of the Wisconsin Board of Regents, an anonymously composed sentence was entered into the minutes that declares our dedication to the salient role of truth in higher education: *"Whatever may be the limitations which trammel inquiry elsewhere, we believe the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."* Today, over a century later, this verse remains as valid as the day it was written. Its mantra is a daily reminder of the educator's role as the keeper of diversity of thought and experience – the very forum in which the "sifting and winnowing" reside.

The Center for Southeast Asian Studies (CSEAS) is entirely committed in practice as well as principle toward the equitable development and acquisition of knowledge because arriving at truths by weighing evidence and competing perspectives is the essence of teaching and sound scholarship. Any other approach to the advancement of knowledge would be corrupted from the outset by singular purpose without regard for the interpretations of others. The absence or neglect of perspectives that offer divergent and sometimes even singular voices would negate outright the scholarly process of evidence-based education. Our mission as a center within a committed research-based institution of higher learning rests on the foundation of inquiry, a process built on exhaustive consideration for the widest variety of perspectives and views.

To support the above philosophy, we bring diverse sets of speakers to our campus programming and to outreach events; ensure a wide spectrum of backgrounds, experiences and perspectives among our visiting scholars, professors of practice, and researchers; and award scholarships, grants and support to the most deserving competitive plans of study and research—encouraging divergent perspectives in the spirit of scholarly inquiry. We recruit students, faculty, and staff from every country, region, ethnicity, heritage, philosophy, and experience. We choose subjects in syllabus readings and in course offerings that find, clarify, and present diverse thought and approaches to issues and challenges rather than ignoring or clouding "other" perspectives. In so doing, we deliberately address the intellectual perils of growing self-satisfied and settling into a mode of thought that justifies dominant views rather than challenging them and prompting self-critical revision. In short, intellectual humility is an aspirational quality that we acknowledge as part of the University of Wisconsin's creed.

2. *How the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education as well as in areas of need in the education, business and nonprofit sectors*

CSEAS purposely encourages government and related public service in areas of national need, as identified by the USED, as well as related endeavors in the professional fields of education, the sciences, business and industry, and the non-profit sector. Our undergraduate degree programs (BA and certificate) and our MA in SE Asian Studies offer students a broad multidisciplinary and multinational approach to one of the world's most diverse regions and one where the United States has been deeply involved since the beginning of the 20th century. The BA and MA programs require at least two years of study of one of seven strategic languages of the region (Burmese, Filipino, Indonesian, Khmer, Lao, Thai and Vietnamese), and/or Hmong, a major language of the highlands of mainland SE Asia and southern China. Most of our students achieve the advanced level in the language they use for their research. CSEAS has long been at the forefront of SE Asian language teaching in the U.S. and maintains a strong five-language academic-year program and offers eight languages in the summer at SEASSI (since 2000), with our summer Indonesian program funded in 2018 by the National Security Education Program (NSEP) as a Flagship initiative. Through our close links with faculty, regular campus-wide activities, and attractive fellowship opportunities, CSEAS works closely with students in all the social science and humanities departments at our university and regularly recruits students in law, public policy, business, education, and population and health sciences, as well as in UW's internationally committed College of Agriculture and Life Sciences (CALS).

Through our degree programs, especially the MA in SE Asian Studies, CSEAS has long worked to attract students with interests in government service, with the positive results of these efforts clearly indicated in our impact data submitted with this proposal. In an effort to expand these achievements, CSEAS has launched several initiatives in this application to attract more students into our certificate and MA programs, understanding that these programs are the most likely areas of study to encourage careers in government, as well as in the education, business, and non-profit sectors. To accomplish this goal, we will work with the advisors of the undergraduate major in International Studies to increase the number of students declaring the certificate in SE Asian Studies and will also work to increase the number of students in our MA program through prioritizing MA-level students in the awarding of FLAS fellowships. Based on our survey analysis of the impact of our programs, we are convinced that these initiatives will result in increasing the number of our graduates seeking employment in government and that the training we provide will increase their attractiveness to government offices and agencies in search of qualified employees.

Lastly, CSEAS will enhance our on-going partnership with UW's Language Institute and its popular Flagship initiative, the Wisconsin Language Roadmap (WLR), to make the most of our designation as an Indonesian Flagship. While working to retain our relationship with NSEP and continuing our summer intensive program, we will also work to expand this effort to launch Indonesian instruction at other post-secondary institutions in Wisconsin, as well as to develop a pilot program at the secondary level. In so doing, we hope to develop instructional programs in Indonesian, making the national language of the world's 4th most populated country accessible to students in the State of Wisconsin.



## **Descriptions of Positions Requested in the CSEAS Proposal**

1) Assistant Professor (UW-Madison template).

Reference: Budget 1.4.a

2) Lecturer (SA) for Indonesian Instruction.

Reference: Budget 1.2.c

3) Student Assistant (hourly position).

Reference: Budget: 8.1.b; 8.2,f; and 8.4.b

## Reference: Budget 1.4.a

### **POSITION VACANCY LISTING 92518**

University of Wisconsin-Madison

**PVL# XXX**

### **Working Title: Assistant Professor of XXX**

**Official title:** ASSISTANT PROFESSOR(C40NN)

#### **Position Summary:**

The Department of Asian Languages & Cultures seeks applicants for a tenure-track faculty position in XXX who have a dedicated commitment to excellence in teaching, research and professional and university service.

#### **Degree and area of specialization:**

Ph.D. or equivalent in XXX or related field with a specialization in XXX required prior to start of appointment.

#### **Minimum number of years and type of relevant work experience:**

Demonstrated excellence in teaching at the university level.

#### **Principal duties:**

The successful candidate will engage in the intellectual life of the department through the teaching of undergraduate and graduate level courses in XXX. Candidates will be expected to conduct significant scholarly research leading to publication at the national and international levels. Mentoring of undergraduate and graduate students is expected. Professional and university service is required as appropriate for career stage.

#### **Additional Information:**

The UW-Madison is an equal opportunity employer and is committed to creating a diverse and inclusive community. Women and those from historically underrepresented groups are encouraged to apply. Unless confidentiality is requested in writing, information regarding finalists must be released upon request. Finalists cannot be guaranteed confidentiality. A criminal background check will be required to prior to employment.



## Reference: Budget 1.2.c

### Working Title: **Lecturer (SA) in Indonesian**

**Official description:** Lecturer SA (teaching assistantship for graduate students in good standing; under the supervision of XXX, the Lecturer SA will serve as the sole instructor for the course or courses)

#### **Area of specialization:**

Graduate student in good standing in relevant field of study. Native speaker proficiency in Indonesian, with previous training in performance-based instruction; and fluency in English is required.

#### **Minimum number of years and type of relevant work experience:**

Three years of college/university experience preferred in teaching Indonesian to beginning-level and novice-level learners. Familiarity with current issues in language pedagogy and training in language proficiency are also preferred.

#### **Position Summary:**

The Department of Asian Languages and Cultures offers instruction at the Elementary and Intermediate levels of Indonesian each term. Courses are presented via various teaching formats to include classroom lectures and discussion, films, integrated media and social events/activities.

#### **Principal duties:**

Under the supervision of XXX, departmental pedagogy director, the Lecturer SA will perform the following duties:

- Teach the elementary and intermediate Indonesian during the academic year.
- Prepare syllabus, lesson plans, and teaching materials; prepare, administer, and grade classroom and home assignments and exams; and hold office hours.
- Participate in all sessions of pedagogy workshops organized by the pedagogy supervisor, and
- Report periodically (or as requested) to the pedagogy supervisor.

**A criminal background check will be conducted prior to hiring.**

**A period of evaluation will be required**

\*\*\*\*\*



**Reference: Budget 8.1.b, 8.2.f, and 8.4.b**

**International Studies Dean's Office Assistant (Student Hourly)**

**UNIT/LOCATION:** UW–Madison Center for SE Asian Studies, 207 Ingrahan Hall, Madison, WI 53706.

**COMPENSATION:** \$12.00/hour, based on qualifications.

**DATES OF EMPLOYMENT:** Beginning XXX

**HOURS OF WORK:**

- Part-time (10-20 hours/week)
- Schedule is flexible, based in part on student availability. Some evening and weekend hours may be required for special events/projects.

**RESPONSIBILITIES:**

Under the supervision of XXX, the Student Assistant will be responsible for the following tasks:

Organizing paper files and maintaining electronic records  
Copying and printing documents  
Maintaining correspondence (email and phone) with program constituents  
Assisting in travel arrangements and event scheduling  
Assisting in the preparation and dissemination of teaching materials  
Other relevant tasks that develop during the period of employment

**QUALIFICATIONS:**

- Administrative or general office skills/Excellent written and oral communication
- Computer competency (word processing, spread sheets, power point, web research)
- Organizational /time management skills
- Public relations /Events management
- Marketing and social media

**HIRING INFORMATION:**

- Apply by sending your resume to XXX
- Deadline for assured consideration: **submission by XXX.**

The Division of International Studies values diversity and is an equal opportunity employer.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**U.S. Department of Education, National Resource Centers Program**

**CFDA 84.015A**

**National Resource Center for Southeast Asia**

**Submitted by: Univ. of Wisconsin-Madison Center for Southeast Asian Studies**

**P.I.: Alfred W. McCoy, Director, CSEAS**

**Proposed NRC Budget Four-Year Overview**

		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<i>base rates (Yr 1)</i>	<b><u>2018-2019</u></b>	<b><u>2019-2020</u></b>	<b><u>2020-2021</u></b>	<b><u>2021-2022</u></b>
<b>1. Personnel (1% salary increases per year)</b>					
<b>1.1. Administrative</b>		\$0	\$0	\$0	\$0
<b>1.2. Language Instruction (pp. 28-32; Priority AP 2)</b>					
1.2.a) Vietnamese: H. Dinh	\$50,709	\$33,823	\$34,161	\$34,503	\$34,841
Lecturer (67% time, 9 mo appt)					
1.2.b) Filipino: S. Zamar.	\$46,364	\$30,911	\$31,220	\$31,532	\$31,843
Lecturer (67% time, 9 mo appt)					
1.2.c) Indonesian: S Suryani.	\$36,700	\$24,468	\$24,713	\$24,960	\$25,207
Lecturer SA (67% time, 9 mo appt)					
<b>1.3 SE Asian Language Pedagogy Workshops (pp. 3, 32-34; Priority AP 2)</b>					
1.3.a) E. Barnard,	\$69,893	\$0	\$1,961	\$2,019	\$0
Dist. Fac. Assoc., ALC (25% of one month)					
<b>1.4 SE Asia Area Instruction (pp. 4-5, 15, 19-20; Priority AP 2)</b>					
1.4.a) Contribution to Asst. Professor: ALC	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
<b>1.5. Outreach Personnel (pp.5, 38-39 ; Priorities CPP1 &amp; 2)</b>					
1.5.a) Outreach Coordinator, M. McCoy	\$61,430	\$25,801	\$26,059	\$26,319	\$26,580
Fac. Assoc. (42% time, 12 mo appt)					
<b>2. Fringe Rates</b>					
Academic Staff Yrs 1-4: 36.22% : 37.49% : 38.80% : 40.16%		\$41,847	\$42,885	\$43,237	\$42,841
Teaching Assistants Yrs 1-4: 23.8% : 24.63% : 25.50% : 26.39%		\$5,823	\$5,882	\$5,940	\$6,000
Student Hourly Yrs 1-4: 3.31% : 3.43% : 3.55% : 3.67%		\$733	\$627	\$617	\$589

Budget Narrative 1

<b>3. Travel, Domestic and International</b>				
<b>3.1. Domestic Travel</b>				
3.1. a) Administrative Travel (pg. 5)	\$2,000	\$2,000	\$2,000	\$2,000
3.1. b) Global Connections Outreach Travel (pp. 4-5, 41; Priorities CPP 1 & 2) Three UW-Madison staff per year to college campuses across Wisconsin	\$900	\$900	\$900	\$900
3.1. c) Chippewa Valley Technical College Study Abroad Project (pg. 34; Priorities CPP 1 & 2) Two UW-Madison staff, mileage and one night lodging, to Eau Claire, Wisconsin	\$500	\$500	\$0	\$0
3.1.d) SE Asian Language Pedagogy Workshops (pp. 3, 32-34; Priority AP 2)				
i. Erlin Barnard travel to Northern Illinois Univ.	\$0	\$0	\$0	\$300
ii. Four UW-Madison SE Asian language teachers to Univ. of Washington, \$1200 per person	\$4,800	\$0	\$0	\$0
iii. Three UW-Madison SE Asian language teachers to UCLA, \$1200 per person	\$0	\$0	\$3,600	\$0
iv. Three UW-Madison SE Asian language teachers to Northern Illinois Univ., \$500 per person	\$0	\$0	\$0	\$1,500
3.1.e) College of Menominee Nation Initiatives (pp. 3, 43; Priorities CPP 1 & 2) UW-Madison staff travel to CMN and New York City (Year 3)	\$500	\$500	\$1,500	\$500
<b>4. Equipment</b>	\$0	\$0	\$0	\$0
<b>5. Supplies</b>				
<b>5.1 Library Acquisitions (pp. 5-6)</b>				
Enhancing collection of SE Asia vernacular materials	\$7,000	\$7,000	\$7,000	\$7,000
<b>5.2. Office supplies and printing</b>				
5.2.a) Supplies for outreach and language pedagogy workshops (pg. 6, Priority AP 2)	\$300	\$300	\$300	\$300
5.2.b) Printing of publicity posters and materials for outreach events (pg. 6; Priorities CPP 1 & 2)	\$500	\$500	\$500	\$500

Budget Narrative 2

<b>6. Contractual</b>	\$0	\$0	\$0	\$0
<b>7. Construction</b>	\$0	\$0	\$0	\$0
<b>8. Other</b>				
<b><u>8.1. SE Asian Language Pedagogy Workshops (pp. 3, 32-34; Priority AP 2)</u></b>				
8.1. a) Fall 2019 Workshop at UW				
i. Participant airfare, 5 participants @ \$500 per ticket	\$0	\$2,500	\$0	\$2,500
ii. Participant lodging, 5 participants @ \$125 for 5 nights	\$0	\$3,125	\$0	\$3,125
iii. Participant travel per diems, 5 participants, \$250 per person	\$0	\$1,250	\$0	\$1,250
iv. Professional services, guest speakers 2 @ \$250	\$0	\$500	\$0	\$500
v. Travel and per diem, guest speakers x @ \$1000 per person	\$0	\$2,000	\$0	\$2,000
vi. Lunches at workshop, 25 participants @ \$18/day x 5 days	\$0	\$2,250	\$0	\$2,250
8.1. b) Student Assistant for Language Pedagogy Workshops (pp. 3, 32-34; Priority AP 2)				
20 hours/week at \$12/hour	\$8,640	\$8,726	\$8,814	\$8,900
<b><u>8.2. CSEAS Outreach</u></b>				
8.2. a) WDPI In- and Pre-Service Curriculum Development Project (pp. 3, 40: Priorities CPP 1 & 2)				
Honoraria to master teacher participation in project	\$500	\$500	\$500	\$500
8.2. b) CSEAS In-Service: K-12 Teacher Training Workshops (pg. 42; Priority CPP 1)				
i. Participant lodging 20 @ \$120 for 1 night	\$2,400	\$2,400	\$2,400	\$2,400
ii. Lunch at workshop, 20 participants, \$15 each	\$300	\$300	\$300	\$300
iii. Professional services, guest speakers 2 @ \$200 per speaker	\$400	\$400	\$400	\$400
iv. Travel and per diem, guest speakers 2 @ \$1000	\$2,000	\$2,000	\$2,000	\$2,000
8.2. c) Globalizing Education FIG (UW School of Education) (pg. 41; Priority CPP 1)				
Graduate student hourly for FIG courses & summer workshops	\$2,000	\$1,500	\$1,000	\$0
8.2.d) Madison College Passport Program (pp. 43-44; Priorities CPP 1 & 2)				
i. Mini-grants to Madison College faculty: 2 grants @ \$2000/year	\$4,000	\$4,000	\$4,000	\$4,000
ii. Support for Madison College conferences	\$1,000	\$1,000	\$1,000	\$1,000

Budget Narrative 3



8.2. e) College of Menominee Nation Initiatives (pp. 3,43; Priorities CPP 1 & 2)				
CMN Staff travel to UW-Madison and New York City (Year 3)	\$500	\$500	\$2,000	\$500
8.2. f) Student Assistant for CSEAS Outreach Projects (pp. 3, 40-44; Priority CPP 1)				
20 hours/week at \$12/hour	\$8,640	\$8,726	\$8,814	\$8,900
<b>8.3. IRIS-Outreach Collaborative Activities (pp. 6, 38; Priority CPP 1)</b>				
8.3. a) Administrative Support for IRIS-Outreach Initiatives	\$2,500	\$2,500	\$2,500	\$1,500
<b>8.4. Support for SEASSI (pp. 30-31; Priority AP 2)</b>				
8.4. a) Lao instruction at SEASSI	\$1,000	\$1,000	\$1,000	\$1,000
8.4.b) Student Assistant for SEASSI-IFLI				
20 hours/week at \$12 for 12 weeks (Yr 1)	\$2,880	\$0	\$0	\$0
<b>8.5. Impact and Evaluation (SWEPT) (pp. 10-13)</b>				
8.5. a) Support for SWEPT surveys: GLOWS-3 & ASAS-2	\$3,500	\$0	\$3,500	\$0
<b>9. Total Direct Costs</b>	<b>\$245,166</b>	<b>\$249,385</b>	<b>\$248,154</b>	<b>\$248,900</b>
<b>10. Indirect Costs</b>	<b>\$19,613</b>	<b>\$19,951</b>	<b>\$19,852</b>	<b>\$19,910</b>
Indirect Costs, 8% of Federal MTDC				
<b>11. Training Stipends (see FLAS Budget)</b>				
<b>12. TOTAL NRC</b>	<b>\$264,779</b>	<b>\$269,335</b>	<b>\$268,006</b>	<b>\$268,810</b>

Budget Narrative 4

U.S. Department of Education, Foreign Language and Area Studies Program  
CFDA 84.015B

National Resource Center for Southeast Asia

Submitted by: Univ. of Wisconsin-Madison Center for Southeast Asian Studies

P.I.: Alfred W. McCoy, Director, CSEAS

Funds are requested for the study of: Burmese, Filipino, Hmong, Indonesian, Khmer, Lao, Thai, and Vietnamese

Proposed FLAS Budget Four-Year Overview

<u>Academic Year</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
<b>Graduate student awards</b>				
Institutional Payments: 7 @ \$18,000	\$126,000	\$126,000	\$126,000	\$126,000
Subsistence Allowances: 7 @ \$15,000	\$105,000	\$105,000	\$105,000	\$105,000
<b>Undergraduate student awards</b>				
Institutional Payments: 2 @ \$10,000	\$20,000	\$20,000	\$20,000	\$20,000
Subsistence Allowances: 2 @ \$5000	\$10,000	\$10,000	\$10,000	\$10,000
<b>Total: Academic Year</b>	<b>\$261,000</b>	<b>\$261,000</b>	<b>\$261,000</b>	<b>\$261,000</b>
<u>Summer</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Institutional Payments: 10 @ \$5000	\$50,000	\$50,000	\$50,000	\$50,000
Subsistence Allowances: 10 @ \$2500	\$25,000	\$25,000	\$25,000	\$25,000
<b>Total: Summer</b>	<b>\$75,000</b>	<b>\$75,000</b>	<b>\$75,000</b>	<b>\$75,000</b>
<b>FLAS GRAND TOTAL</b>	<b>\$336,000</b>	<b>\$336,000</b>	<b>\$336,000</b>	<b>\$336,000</b>

Budget Narrative 5